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ABSTRACT

The African Free School has been in operation as an experimental class, supported by Title I funds since September 1970. The major goals of the program are: (1) to improve the academic and emotional achievement of the students, and (2) to teach racial dignity and pride without teaching racism. The AFS Program consists of the regular AFS experimental class and a control group which was established for purposes of comparative evaluation. Both groups were similar in terms of services received, equipment and supplies available, type of cultural enrichment activities, amount of individual attention, and involvement in the ungraded approach. They differed only in regard to curriculum and instructional methodology. The control group used the regular Newark City School District curriculum, while the experimental AFS group was taught according to the curriculum and methodology of the African Free School which was designed to satisfy the normal requirements for standard subject matter while introducing culturally related materials and curriculum. The academic achievement of the control group appears to be substantially better than that of the AFS Class concerning word knowledge and problem solving. The evaluators feel that the outcomes may be distorted to some degree by the distinctly small sample and the presence of a number of "underachievers" in the AFS class. (Author/JM)

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SCHOOL DISTRICT OF NEWARK, NEW JERSEY

ESEA, TITLE I - 1970-1971

AFRICAN FREE SCHOOL EVALUATION
REGULAR SCHOOL YEAR

JULY 1971

Prepared by

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UD 012500

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I. CONCLUSIONS AND RECOMMENDATIONS

1.0 Conclusions

The Communication Technology Corporation (CTC), Haddonfield, New Jersey, herein presents the summary of its evaluation findings generated from an analysis of the data collected from the African Free School Program (AFS) in the Robert Treat School, Newark City School District.

All of the the evaluative material contained herein is supported by the presentation of evaluation data and discussion contained in Section V of this report.

The AFS Program has been in operation as an experimental class, supported by ESEA Title I funds, since September, 1970. The AFS classes are conducted in classrooms provided on the third floor of the Robert Treat School located at 131 13th Avenue, Newark, New Jersey (total school population: 1160 students). The program was placed under the direct supervision of the school principal who reported periodically to his assistant superintendent and in his absence to the Deputy Superintendent.

The major goals of the African Free School Program are:

1. to improve the academic and emotional achievement of the students, and

2. to teach racial dignity and pride without teaching racism.

The AFS Program consists of the regular AFS experimental class and a Control Group which was established for purposes of comparative evaluation. It was intended that each group be comprised of thirty students from grades 5–8, one certified teacher and four teacher-aides. To have both groups initially at the same academic level, students were selected on a random basis from approximately the same pupil population groups and were received into the Program following parental permission. However, the Control Group in grades six and eight scored considerably higher on several of the sub-tests in October 1970, thereby indicating that they were initially further advanced academically.

Both groups were similar in terms of services received and equipment/supplies available. They likewise took part in the same type of cultural enrichment activities during the school year. They differed only in regard to curriculum and instructional methodology. The Control Group used the regular Newark City School District curriculum, while the experimental AFS group was taught according to the curriculum and methodology of the African Free School which is essentially instructional in nature and designed to satisfy the normal requirements for standard subject matter while introducing culturally related material and curriculum.

The AFS as well as the Control Group activities involve all students in an ungraded approach. The students in both classes receive a considerable amount of individual attention due to the low ratio of teacher/teacher-aide to students.

The students in the AFS class are required to respond to questions with a prescribed ritual which appears to lend itself to the maintenance of classroom discipline. The instructional procedures employed in the AFS class involve group responses to questions, repetitive answers along with pupil participation in learning situations.

CTC employed the standard pre- and post-test scores available for all program pupils and designed and administered evaluation instuments (questionnaire/opinionnaire) which extracted data regarding program involvement, knowledge, estimates of fact directed toward pupil progress, pupil self-image, pupil attitudes, program success and program administration and recommendations regarding the program and its administration. CTC utilized the entire number of program participants in its evaluation of the AFS program.

Based on the analysis of the data received during the evaluation process, CTC has found that both the AFS class and the Control Group have essentially achieved the major goals set forth in the original proposal. However, since these goals were not performance objectives stated in measurable terms, CTC could not determine the exact success of achievement.

It can be stated that the AFS Program has definitely improved the emotional achievement of the pupils in AFS class. These pupils have demonstrated a high interest in school through their comparatively low absence rate through the year. Responses to certain questions in the evaluation instruments by the pupils of the AFS class indicate a much higher level of self-confidence and self-image than the pupils in the Control Group. This improvement also has an impact on the achievement of the second goal of racial dignity and pride without racism since the pupils of the AFS class definitely appear to be proud of their heritage.

This improvement in self-confidence is also confirmed by the distinct increase in communication between the pupils in the AFS class and adults as discerned by the Program staff and the pupils' parents. This increase in communication is also noted in the Control Group participants.

Within the limitations of the initial academic differences between the groups as indicated by the October 1970 pre-test results, CTC's findings indicate a need for improvement in the academic achievement of the AFS class in several of those areas tested i.e., reading comprehension, word knowledge, computation and problem solving. The most serious lag in academic achievement by the AFS class noted in the test scores provided was in the area of word knowledge. While this overall lag could be attributed to a large measured loss in the eight grade level of the AFS class, it is apparent that this could also be attributed to the concentration and emphasis on Swahili at all grade levels. The other area which needs improvement is in problem solving. This area may be affected somewhat by the weakness in word knowledge demonstrated by the AFS class.

Significant differences between the gains of the Control Group and the AFS Class are observed when one considers each apparent grade level separately rather than as an ungraded situation. The academic achievement of the Control Group appears to be substantially better than that of the AFS Class concerning word knowledge and problem solving while in the other two sub-tests, reading and computation, both groups showed reasonable gains. However, CTC feels that the evidence does not warrant definitive conclusions since the outcomes are not the result of a tightly controlled experiment.

The use of a Control Group to produce meaningful evaluation results is excellent in concept, however, the comparative analysis must be performed as a tightly controlled experiment. To produce unquestionable conclusions from this design it is necessary that the samples are large enough and have, as closely as possible, the same distribution of participant background and talents. The presence of a few "under" or "over" achievers in either group seriously distorts any data comparision.

If one were to inspect the data presented in Section V on individuals for both the AFS Class and the Control Group it would be obvious that certain individuals in the AFS Class did as well as certain other individuals in the Control Group.

This indicates that what the available evidence suggests, but does not "prove", should be accepted with caution since the outcomes are definitely distorted to some degree by the distinctly small sample and the presence of a number of "under achievers" in the AFS Class.

CTC feels that the gains shown in the Control Group could be attributed to the fact that there were fewer "under achievers" in this group than in the AFS Class.

The pupils in both the Control Group and the AFS class felt that participating in the Program was a pleasant experience. Four out of every ten pupils in the AFS class thought that the curriculum was hard. These findings were supported by the parents' response to these same questions.

There is an almost constant contact between the program staff of the AFS class and the parents of the pupils in this class. The parents are kept aware of pupil progress and program activities and plans through mailings and personal visits. The staff associated with the Control Group do not make as many personal visits to the parents but do meet with them when problems arise.

The parents of the pupils in both groups feel that the Program is successful based on their observations of their children reading for pleasure more often; writing and speaking better; and talking more about school and their activities in school.

The three most important things that the parents of pupils in both groups felt their children could get out the Program was the improvement of reading skills, a gain in self-confidence and pride in his/her background. Most of the parents felt that the Program has been successful in accomplishing these things for both groups.

All of the teacher/teacher-aides in the AFS class thought that the objectives, as stated in the proposal, were being accomplished. One out of the four teacher/teacher-aides of the Control Group interviewed was uncertain about achieving the objectives while the other three felt that the objectives were being accomplished.

All of the teacher/teacher-aides in the AFS class felt that there was a need for communicating more effectively with other teachers. Only one of the four teacher/teacher-aides in the Control Group felt that this was a problem.

CTC concludes that, compared with the Control Group, the AFS class has not been as successful as it could have been in the area of academic achievement. However, CTC would like to point out, that for the relatively short period of time the AFS class has been functioning, it has made great strides with its pupils.

The Control Group has not completely met the Program goals of improving emotional achievement and teaching racial dignity and pride. The AFS class has definitely achieved these goals by instilling in its pupils self-confidence, improved self-image and, more importantly, an interest in school and learning.

One conclusion, which is not in concert with the other findings, indicates that a significantly higher percentage of the pupils in the Control Group want to go to college as oppposed to those pupils in the AFS Class.

Two of the four teacher/teacher aides in the Control Group felt that the instructional materials available to them for classroom use were not appropriate.

There is a need to improve the communication between the teacher/teacher aides of the AFS Class and other teachers in the School.

Two of the teacher/teacher aides in the Control Group felt the need to improve communications between themselves and the pupils and the pupils' parents.

2.0 Recommendations

CTC presents the recommendations listed below for consideration by the African Free School Program staff, Newark School District administrators and the Newark Board of Education.

1. The African Free School Program should be continued for one more full year. The relatively short time of its existence in the school environment does not permit conclusive data to be extracted regarding the total effectiveness of the Program. This recommendation includes the Control Group along with the regular AFS class.

2. The Program staff should develop performance objectives, stated in measurable terms, for inclusion in their continuation proposal. This will allow subsequent evaluations to be more meaningful in terms of measuring the achievement of objectives.

3. The staff of the AFS class should critically examine their curriculum and institute identified changes to assure future success in word knowledge and problem solving achievement. The changes or modifications to the existing curriculum and/or methodology should be made without impairing the general operation and conduct of the Program.

4. An internal and external dissemination component should be developed to provide the general public and the educational community with an insight into the goals, objectives, operation and activities of the Program. Most of the adverse publicity concerning the AFS Program, CTC has noted, could be attributed, at least in part, to a lack of knowledge regarding the Program on the originators of the publicity. More accurate and in-depth information should be disseminated to afford a more positive response to the AFS Program.

5. A longitudinal study should be instituted to track those pupils in the Control Group and the AFS Class going on to secondary schools. This should provide meaningful evaluative data regarding the long term impact of the AFS Program when compared to other Title I and school district programs.

6. The AFS staff should endeavor to improve its communications with other teachers in the School. This may be made an integral part of the dissemination component, mentioned above, so that other teachers and administrators, not only in the Program School, but also in other areas of Newark might be aware of the activities and methodology employed by the AFS classroom teachers.

7. The entire AFS staff should take positive steps to create an interest in a college education on the part of their pupils.

8. So that the function of the Control Group as a comparative measure might be more fruitful, the AFS administrators should take the steps necessary to tightly control the parameters of an experimental situation which requires balanced samples, controlled testing procedures, and inferential statistical analysis.

II. INTRODUCTION

The Chairman of the Robert Treat Title I Committee, Mrs. Lois Jones, in concert with the Title I committee, prepared and submitted a proposal to the Newark Board of Education for an experimental class at the Robert Treat School. This experimental class, as described by the proposal, would be one representative class of children (5th to 8th grade) selected from grades 5 to 8 in the Robert Treat School. These children would be taught according to the curriculum and methodology of the African Free School. The African Free School curriculum calls for Swahili, History (with emphasis on African and African-American), Literature, (emphasis on African and African-American and Asian), customs and concepts (which teaches unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity and faith as concepts by which one's life and the life on one's community must be lived), travelogue, (going by film and book to places all over the world with an emphasis on places where black people are), Simba Wachanga (boys: drill, physical training and health studies: girls: African-American and African dance troupe, health studies and hygiene), Seventh Wonder (Guest Speakers who come in from all walks of life, diplomats, scientists, social workers, etc.), remedial programs in mathematics, arts and crafts.

It was stated in the proposal that the five and one-half hour school day would conform to the standard practice in Newark Elementary Schools. Time allotment was stated as follows:

15 minutes	-	Opening Exercises
45 minutes	-	Reading
30 minutes	-	Health, Safety and Science
45 minutes	-	Language Arts
45 minutes	-	Arithmetic
45 minutes	-	Reading
45 minutes	-	Social Studies
45 minutes	-	Physical Education
15 minutes	-	Current Events

The experimental program is based on the total learning environment, the correlation of studies and the presentations of several adults who exhibit a common concern for the pupils and a cooperative approach to the class.

So that a meaningful evaluation of the program impact might be achieved, a control group was established matching the experimental group from the standpoint of staff, services and availability of supplies and only differing from it in regard to curriculum. Thirty pupils were placed in each group. Each one with a certificated teacher and four teacher-aides.

The students for each class were selected on a random basis from approximately the same pupil population groups.

The Superintendent recommended on 11 August 1970 that the program be included in a proposal to the appropriate agencies and that the program be implemented immediately after the approval of the program and the transmittal of funds.

During the formative stages of this program parents exhibiting an interest in the program for their children were visited. These visits were to explain the program, secure parental permission and enroll the pupil in the program.

For the purposes of this evaluation report, the two groups involved will be called the African Free School Group (AFS) and the African Free School Control Group, or more simply, the Control Group.

Cognizant members of the African Free School administration were invited to review the evaluative instruments designed by Communication Technology Corporation to include any additional areas which might be of concern to them. The revised instruments were administered to the pupils, parents, teachers, teacher-aides and the school principal.

III PROGRAM CONTEXT

The Experimental Program at the Robert Treat School consists of the African Free School and a Control Group. Though paid for by Title I funds, the Experimental Program (AFS) was completely separate from the regular Title I program operating at the school. The main objectives of the African Free School are to improve the academic and emotional achievement of its students and to teach racial dignity and pride without teaching racism.

During the regular school year, approximately 30 students attended each class, i.e., The African Free School and the Control Group. Each class had a certified teacher in charge, assisted by four teacher-aides. The children participating in each class were apparently selected at random since their backgrounds regarding academic achievement were no better or no worse than the average student in Newark. The assignment of children to either the control group or the African Free School was again conducted on a random basis to attempt to give neither group more or less under or over achievers. However, the Control Group did have much higher scores in the sixth and eighth grade levels on several of the sub-tests in October 1970.

The Robert Treat School had a total of 1160 pupils enrolled from October 1, 1970 to the end of the regular school year. During this period 163 pupils withdrew from the school. None of these withdrawals were classified as dropouts. It could not be determined whether these pupils transferred to another school or moved out of the district.

From October 1, 1970 to the conclusion of the regular school year, there were 492 Title I pupils enrolled in Title I, not including the AFS Program; 55 of these Title I pupils withdrew within this same time period. None of these 55 were classified as dropouts. It could not be determined whether these pupils transferred to another school or moved out of the district.

From October 1, 1970 to the conclusion of the regular school year, there were 28 pupils enrolled in the African Free School and 31 pupils enrolled in the Control Group associated with this program. One pupil withdrew from the African Free School and 2 pupils withdrew from the Control Group. None of these withdrawals were classified as dropouts. It could not be determined whether these pupils transferred to another school or moved out of the district.

The Title I Committee and interested parents in the attendance area of the Robert Treat School recognized the need to establish a system of education to teach the true values of black people. Since they were dealing with, and teaching African American children, they felt these children should be taught to relate to their own culture. Another factor covered in the needs assessment was that many of the children selected are the products of broken homes which related to one of the major goals of the program which was to establish the "family approach" and personal relationship between the teacher and pupil.

Enrollment in the program required parental permission. To this end, visitations to interested parents were made to explain the program and enroll the pupil if the parents agreed. The evaluation has shown that this type of communication has continued. The parents are generally well-informed regarding the AFS program. Because of this, and the thrust of the program, it is widely accepted and has experienced no opposition or set-backs from the local population who are familiar with the program operation.

IV PROGRAM DESCRIPTION

1. Participants

At the time of evaluation the African Free School (AFS) program numbered fifty-six (56) children. All fifty-six (56) children are of African American racial origin. In the Control Group there are thirteen (13) boys and sixteen (16) girls whose median age is 11.7 years. In the regular AFS class there are thirteen (13) boys and fourteen (14) girls whose median age is 12.5 years. The grade span of the pupils in the Program is 5 through 8. Both classes are conducted as an ungraded situation.

In both the Control Group and the regular AFS the achievement levels were from two (2) to four (4) grade equivalents below the national norm. There did appear to be a significant difference in the number of over achievers assigned to the Control Group when their October test scores are compared to those of the AFS class.

The majority of pupils in the regular AFS class were born in the City of Newark while the pupils in the Control Group appear to be evenly divided between those born in the City of Newark and those born elsewhere in New Jersey or another State.

2. Objectives

The program objectives specified in the original proposal and stated during evaluative interviews with cognizant personnel are to improve the total academic and emotional achievement of the pupils, to teach racial dignity and pride without teaching racism and to relate true black values to the educational system by relating the curriculum to the pupils' cultural background.

3. Personnel

The staffing of the Program was geared to provide an equal instructional compliment for both the AFS and the Control Group. Each class was assigned a certified teacher and four teacher-aides. The highest degree achieved by either teacher is a bachelor's. All teachers and teacher-aides are of African-American racial origin and are female.

Those assigned to the regular AFS class are all presently living in the attendance area of the Robert Treat School while, of those assigned to the Control Group, one lives outside of the Newark School District, two live elsewhere in the Newark School District and one lives in the attendance area of the school.

In the Control Group classroom, the teacher-aides assisted the teacher in carrying on the normal classroom activities, while in the AFS class the teacher-aides took an active part in the instructional activities by assuming responsibilities for the various portions of the curriculum.

The teacher and the teacher-aides working in the AFS class have attended an on-going in-service training program conducted by the AFS administrators throughout the regular school year. This program which amounted to more than 30 hours for each person, covers training in new instructional techniques in all phases of the curriculum and is directed toward the pupil population groups served by the curriculum.

Of those in the Control Group, only the teacher-aides attended any in-service training program and only one person attended more than 30 hours of training.

There has not been any apparent problem in securing staff members for the program and the incidence of absences is quite low.

4. Procedures

The experimental classrooms for the African Free School Program were located on the third floor of the Robert Treat School. The classrooms were adequate for the number of pupils participating in each group.

The Program was put under the direct supervision of the School Principal who, in turn, reported to the Deputy Superintendent.

The Control Group and the regular AFS class had the same materials and equipment available to them. The only major difference was in the curriculum and the method of instruction. Both groups took part in cultural enrichment tours and trips to facilities such as museums, theaters and other similar places.

The regular AFS class utilized, on a regular basis, a reading consultant who reinforced the instruction provided by the program staff in the Cureton reading program. This reading program was developed to suit the needs of minority groups from large urban areas by George Cureton, a former Newark School District teacher.

Regular communication between program staff and parents is maintained either by mail or personal meetings. This communication deals only specifically with the AFS Program and does not involve parents in the regular Title I Program activities. Therefore, while the parents are involved and knowledgeable regarding the AFS Progam, they are not necessarily aware of the meetings, puposes, etc. of the regular Title I Advisory Council.

The program staff are involved with, and knowledgeable about, regular Title I activities and attend local Title I Advisory Council meetings on a regular basis.

The teacher and teacher-aides associated with the regular AFS class have regular meetings to review pupil progress and curriculum effectiveness. These meetings are generally held on a weekly basis and are associated with the in-service training program.

The administrators of the AFS Program had an informal evaluation performed by Afram Associates Inc. to assess the effectiveness of the overall program. This evaluation took place after the start of the second semester of the regular school year but the report was not available during the evaluation process for review by CTC's staff. The program administrators reported that the results were satisfactory and quite encouraging.

5. Program Activities

The main activity of the AFS Program is instructional in nature. The structure of the regular AFS curriculum is designed to satisfy the normal requirements for standard subject matter while introducing culturally related material and curriculum.

The curriculum for the Control Group is the same as that employed throughout the Newark School District for grades 5 through 8. The one variation from normal practice is the number of teacher-aides present in the Control Group classroom. While this does not affect the operation of the standard Newark curriculum, it does provide additional staff not normally available throughout the Newark School District. This concession was made by the Board to equal the number of teacher-aides present in the regular AFS classroom.

As excerpted from the original proposal, the regular AFS class curriculum consists of Swahili, History (with emphasis on African and African-American), Literature (emphasis on African and African-American and Asian), Custom and Concept (which teaches Unity, Self Determination, Collective Work and Responsibility, Cooperative Economics, Purpose, Creativity and Faith, as concepts by which one's life and the life of one's community must be lived), Travelog (going by film to places all over the world with emphasis in places where Black People are), Simba Wachanga (boys: Drill, physical training and health studies; girls: African-American and African Dance Troupe and health studies and hygiene. Small theater groups for both boys and girls), Seventh Wonder (guest speakers who come in from all walks of life; diplomats, scientists, social workers, etc.) Remedial Programs in Mathematics, Arts and Crafts.

Although this curriculum might seem specialized, it compares with the regular 5th to 8th grade curriculum as follows: The daily 45 minute Reading criterion is more than met. The Swahili studies develop reading skills in American (English) language, as well as giving the student a second language. The daily 45 minute requirement for Language Arts (including spelling and penmanship) is also more than met both by the Swahili study, which goes in depth into the grammar, syntax and structure of language in general, through use rather than theory, but also by literature studies which introduce the student to the professional users of language, the language artists from his own heritage, past and present. The study of Hieroglypics, as part Art (calligraphy) and part study of the history of language, is of great use in the study of Language Arts. The entire African Free School curriculum stresses the need to express oneself clearly, and forcefully, even the Simba Wachanga (Young Lions) training emphasizes speech arts and language skills through amateur theatricals.

The daily 5th to 8th grade requirements for science, health and safety are met by the African Free School curriculum through its Simba Wachanga, history, and 7th wonder studies.

The AFS curriculum also includes the study of First Aid and Natural Foods.

African Free School history deals to a great extent with the history of science and mathematics, because the African Free School believes that neither subject can be taught in depth without thorough investigation of their origins, which are African. Good hygiene practice is also an integral part of the African Free School teacher to student philosophy.

The Seventh Wonder classes bring in guest speakers to lecture on subjects of special and continuing interest to the student and community. This study as well as Literature study takes in the normal Social Studies (geography, civics) requirements. Custom and Concept deals with the civics and current events and moral conceptualization necessary in this age.

The AFS classroom activities treat all pupils in an ungraded environment. They are required to respond to questions with a prescribed ritual which undoubtedly promotes discipline in the classroom but may indicate to the casual observer a given amount of wasted instructional time.

With the large (for the Newark School District) teacher aide-to-pupil ratio each student receives a considerable amount of attention when problems arise. While this may create an artificial atmosphere in comparison to other classrooms in the School District, it is the premise on which the African Free School Program is based, i.e., to promote a close interpersonal relationship between teacher/teacher-aides and students. This factor also provides excellent motivation for pupils since they view their progress in light of this relationship.

The instructional procedures employed by the AFS class involve group response to questions, repetitive answers and teacher/teacher-aide clarification along the encouraged pupil participation in learning situations.

6. Instructional Equipment and Materials

The instructional equipment and materials made available to the African Free School Program were the same for the Control Group and the regular AFS class.

The equipment available included audio tape machines, record players, 16mm film projectors, slide projectors and a non-computer type teaching machine directed toward reading. Both classes made about equal use of the equipment with a preference shown in both classes for the audio tape machines and slide projectors.

The regular AFS class employed special materials developed to support the Cureton reading program. These materials were supported by lectures and presentations by reading consultants. The Control Group concentrated on the standard textbooks available in the Newark School District.

The other special materials employed in the program are those associated with specific portions of the regular AFS curriculum dealing with Swahili and other culturally centered subject areas.

7. Parent-Community Involvement

As stated earlier, the communication between the AFS staff and parents is very good to excellent. These communication channels are maintained by mail or personal contact.

There appears to be some discrepancies in the dissemination component beyond the parent group, however. This is evident by some adverse publicity afforded the overall program in the public media. There was, at the same time, some excellent exposure of the Program at the annual Title I Conference, "Unified Action for Progress," which was held on May 25, 1971 at the Ebony Manor, Newark, New Jersey.

At this Conference, the Program was explained to the parents and community members in attendance and demonstrations of classroom procedures presented. The overall reactions of the parent-community members, noted by CTC staff, were very good.

8. Budget

The following budget breakdown has been excerpted from the submittal to the Newark Board of Education by the Superintendent dated 11 August 1970:

Description	Funds: AFS Class	Funds: Control Group
2 Teachers (Provided from Board Budget)		
8 Teacher-Aides @ $3,053 6 hrs/day; $2.75/hr. for 185 days	$ 12,212	$ 12,212
Travel Log (Transportation)	600	600
Seventh Wonder (Educational Experimental Enrichment Activities)	900	900
Miscellaneous Supplies	2,000	2,000
Consultant Services	2,000	
Sub-Totals	$ 17,712	$ 15,712
Total 2 Classes	$ 33,424	
Fixed Charges	3,372	
Hospitalization @ $275 = +2,200		
FICA 4.8% of 24,424 = $1,172		
Total	$36,796	

V. EVALUATION DATA AND DISCUSSION

As a measure of improved academic achievement, a major goal of the program, CTC utilized the results of the Metropolitan Achievement Tests (pre and post) which were made available for all program pupils. In order to secure additional information about the program in an attempt to assess its intangible worth (not measured by standardized tests), CTC designed a series of information gathering instruments which were administered to the Principal, teachers/teacher-aides, and pupils as interviews. Each pupil's parent was called upon to complete an instrument at home. All of these aforementioned instruments also served to measure achievement of the second goal: that of teaching racial dignity and pride without teaching racism.

The evaluative instruments were of the questionnaire/opinionnaire type which evoked data regarding program involvement, knowledge, estimates of fact directed toward pupil progress, pupil self-image, pupil attitudes, program success, program administration, and recommendations regarding the program and its administration.

Because of the size of the groups, CTC utilized the entire number of program participants in its evaluation.

1. Pre and Post-Test Score Data

The pupils in the African Free School Program, both the AFS Class and the Control Group, were administered the Metropolitan Reading and Arithmetic Test in October and June. From these tests, Grade Equivalent Scores in Reading Comprehension, Word Knowledge, Problem Solving and Computation were obtained. On each of the subtests, a gain score was computed. The individual scores for both groups are presented in Tables 1, 2, 3, and 4.

It will be noted that in Tables 3 and 4 data for Problem Solving and Computation are missing for Grades 5 and 6. The Control Group staff did not administer these tests to their pupils.

Individuals for whom a score was missing or scored below scale on either the pre-test or post-test were dropped from the sample in the analysis. This loss of data coupled with the small sample size in each grade makes analysis by grade nearly useless. However, an inspection of the tables shows a disproportionate number of individual losses on Word Knowledge in grades 7 and 8 in the AFS Class.

Because both groups were receiving treatment in an ungraded situation and the numbers of pupils identified in each grade were rather small, CTC felt, to present a true, comparative analysis, the gain scores for the pupils in each group should be pooled and an average gain score computed for each of the sub-tests. The results of these computations are summarized in Table 5. For clarity in presentation the average gain scores of both the Control Group and AFS Class Groups Metropolitan subtests, are graphically compared in Figure 1.

TABLE 1
READING COMPREHENSION
Reading Scores for Pupils in the AFS and Control Group

	Control			AFS		
	Pre-Test	Post-Test	Gain	Pre-Test	Post-Test	Gain
Grade 5	3.3	4.2	.9	4.2	3.7	-.5
	4.7	6.1	1.4	4.2	4.4	.2
				2.9	3.8	.9
				3.5	2.9	-.6
				3.7	4.0	.3
Grade 6	5.5	6.6	1.1	3.8	3.0	-.8
	7.7	8.7	1.0	4.5	3.7	-.8
	4.4	4.7	.3	2.9	5.5	2.6
				2.9	3.1	.2
				2.9	3.7	.8
				3.3	3.8	.5
Grade 7	4.9	6.6	1.7	3.2	3.0	-.2
	4.4	4.7	.3	3.5	4.2	.7
	5.1	5.3	.2	3.3	3.5	.2
	3.3	4.7	1.4	4.4	3.8	-.6
	3.3	3.0	-.3	3.2	4.2	1.0
	5.3	5.1	-.2	3.3	4.9	1.6
	4.4	4.9	.5			
	3.8	4.0	.2			
Grade 8	4.4	3.5	-.9	5.1	3.2	-1.9
	6.0	7.0	1.0	6.0	7.7	1.7
	8.5	9.8	1.3	3.0	3.5	.5
	4.7	6.4	1.7	4.9	6.3	1.4
	3.5	4.2	.7	4.4	6.0	1.6
				4.4	3.0	-1.4

TABLE 2
WORD KNOWLEDGE
Word Knowledge Scores for Pupils in the AFS and Control Groups

	Control			AFS		
	Pre-Test	Post-Test	Gain	Pre-Test	Post-Test	Gain
Grade 5	3.1	3.3	.2	3.8	4.3	.5
	6.2	6.9	.7	4.0	4.2	.2
	1.0	1.0	0	3.0	3.3	.3
				2.9	2.9	0
				4.5	4.5	0
Grade 6	6.2	6.4	.2	3.0	2.9	- .1
	6.2	9.8	3.6	3.6	3.7	.1
	5.8	5.5	-.3	3.3	3.8	.5
	8.1	8.1	0	3.7	3.0	-.7
				3.3	3.8	.5
				3.3	3.0	-.3
Grade 7	4.1	4.1	0	4.5	3.3	-1.2
	4.6	3.9	-.7	4.3	3.9	-.4
	3.9	4.3	.4	4.1	3.9	-.2
	5.8	5.6	-.2	3.3	4.8	1.5
	3.9	4.6	.7	4.3	3.7	-.6
	4.3	3.7	-.6	5.4	4.8	-.6
	5.6	7.0	1.4			
	6.7	8.1	1.4			
Grade 8	5.6	6.0	+.4	4.1	3.9	-.2
	6.7	7.0	.3	8.1	6.7	-1.4
	7.0	9.8	2.8	5.1	4.3	-.8
	6.4	6.4	0	5.8	5.4	-.4
	5.3	4.3	-1.0	4.6	3.3	-1.3
				7.8	6.7	-1.1

TABLE 3
PROBLEM SOLVING
Problem Solving Scores for Pupils in the AFS and Control Group

	Control			AFS		
	Pre-Test	Post-Test	Gain	Pre-Test	Post-Test	Gain
Grade 7	6.4	6.4	0	6.0	4.0	-2.0
	5.6	5.4	-.2	5.2	4.4	-.8
	4.7	5.8	1.1	5.4	5.8	.4
	6.0	5.8	-.2	5.0	5.2	.2
	3.5	5.2	1.7	3.0	5.6	2.6
	4.2	5.4	1.2	3.7	3.7	0
				4.4	7.7	3.3
Grade 8	5.0	6.8	1.8	5.0	5.2	.2
	6.8	6.6	-.2	6.8	5.0	-1.8
	7.0	7.8	.8	5.6	4.2	-1.4
	6.0	7.2	1.2	6.6	6.4	-.2
				6.6	6.8	.2
				5.4	6.6	1.2

TABLE 4
COMPUTATION
Computation Scores for Pupils in the AFS and Control Group

	Control			AFS		
	Pre-Test	Post-Test	Gain	Pre-Test	Post-Test	Gain
Grade 7	5.8	6.6	.8	4.6	4.4	-.2
	5.0	6.1	1.1	4.8	5.2	.4
	5.4	5.6	.2	5.4	5.6	.2
	3.0	4.6	1.6	3.6	5.6	2.0
	4.2	5.4	1.2	3.6	5.4	1.8
	5.4	5.6	.2	5.6	5.4	-.2
				4.4	4.4	0
				4.6	5.6	1.0
Grade 8	6.6	6.6	0	5.2	5.0	-.2
	6.6	7.7	1.1	4.4	5.2	.8
	6.7	7.6	.9	5.6	6.1	.5
	6.1	6.9	.8	5.4	5.9	.5
				5.6	6.2	.6
				5.8	5.0	-.8

TABLE 5

SUMMARY OF AVERAGE GAIN SCORES
OF CONTROL AND AFS CLASS – METROPOLITAN ACHIEVEMENT TEST
OCTOBER 1970 – JUNE 1971

	CONTROL GROUP			AFS CLASS			Difference
	N	GAIN SCORES		N	GAIN SCORES		
		SUM	AVG		SUM	AVG	
Reading	18	12.3	0.7	23	7.4	0.3	0.4
Word Knowledge	20	9.3	0.5	23	-5.7	-0.2	0.7
Computation	10	7.9	0.8	14	6.4	0.5	0.3
Problem Solving	10	7.2	0.7	13	1.9	0.1	0.6

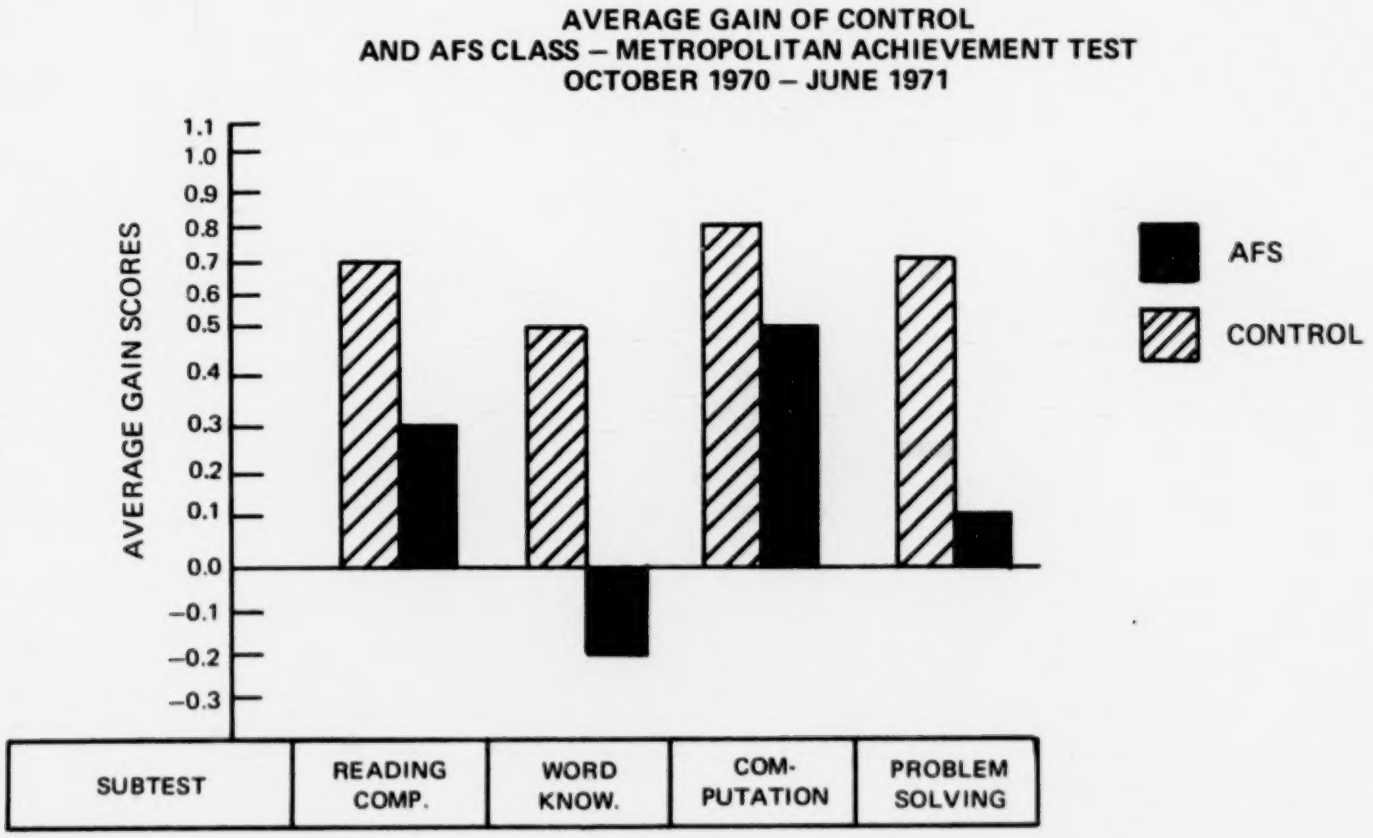

Figure 1

Table 5 indicates that both groups showed gains in all skills except for the decrease in Word Knowledge skills in the AFS Class. From this table, it is obvious that in all tests, the average gain in grade equivalent of the Control Group is greater than that of the AFS Class. In Word Knowledge skills and Problem Solving skills, the differences in the gains are substantial. The AFS staff should take immediate steps to correct this situation.

There are several possible explanations for the difference in gains in the Control Group and the AFS Class, which would indicate that any conclusions or inferences from the analysis must be made with caution. The first possibility is that of measurement error. The use of grade equivalent scores instead of raw scores could account for some small differences in gains. Even though the pupils were selected at random, with such small numbers involved, it is possible that the two groups differ considerably in abilities and talents.

CTC would like to point out that it seems unlikely that sampling or measurement error could account for the large difference in gains in Word Knowledge skills. It is reasonable to believe that the pupils in the AFS Class will not do as well in Word Knowledge as the pupils in the Control Group unless the AFS staff modifies their program somewhat to concentrate on these skills. It is significant that the only general measured loss was in the Word Knowledge skills in the AFS Class. Gains were made by both classes in all other areas.

The differences found in Reading and Computational skills are small enought to be reasonably accounted for by either sampling or measurement error. It is reasonable to believe that pupils in the AFS Class can do as well in these skills as pupils in the Control Group if the AFS staff recognizes this deficiency and applies more effort in these areas. The difference found in the Problem Solving skills falls between the relatively large difference in Word Knowledge and the relatively small difference in Reading and Computation. CTC's opinion of this difference must be influenced by the opinions expressed above.

As previously mentioned, any conclusions or inferences from the analysis must be made with caution. The inherent limitation of using grade equivalent scores in lieu of raw scores and the possible contamination of the results due to attrition and choice of control group make unquestionable conclusions impossible.

Recognizing these limitations and possible sources of error and also realizing that the analysis was part of an evaluation and not a tightly controlled experiment, it is felt that the following observations should be made.

A. There is no solid evidence that the AFS Program hinders the pupils achievement in Reading or Computation skills, however, more instructional effort should be put into these areas to assure more favorable gains in the future.

B. The findings suggest that the pupils in the AFS Class do not do as well in Problem Solving skills as the pupils in the Control Group. While CTC feels that there may be a correlation between the small gains in this area and the loss in gain in Word Knowledge, more definitive conclusions and/or recommendations must be postponed or withheld until a tightly controlled experiment could be conducted.

C. The data shows that the Word Knowledge skills of the pupils in the AFS Class are significantly less than that of the pupils in the Control Group. While this may be due to the large measured loss in grade 8 in the AFS Class, it may also be due to the emphasis placed on the development of non-English vocabulary encouraged by the study of Swahili.

2. Questionnaire/Opinionnaire Data

The following summary, broken down into component areas, presents the conclusions drawn by noted response to the various questions: (Data shown based on respondents available at the time of evaluation instrument administration). Because the number of respondents from each group varied, the results are shown as percentages rather than numbers of respondents.

A. Participant Description

a. Pupils

	Control Group	AFS Class
Boys	13	13
Girls	16	14
Median Age	11.7	12.3
Racial Origin	African-American (All)	African-American (All)
Born In Newark	13	15
Born else where in N.J.	2	5
Born in different State	13	6
Not sure where born	1	1
Days absent (average)	6-10	1-5

b. Teacher/Teacher-Aides

	Control Group	AFS Class
Number of Respondents	4	3
Sex	Female (All)	Female (All)
Age (Average)	36-39	20-24
Racial Origin	African-American (All)	African-American (All)
Living in area of School	1	3
Living elsewhere in Newark	2	0
Living outside of Newark	1	0
Hours of In-service Training (average)	9	More than 30
Days absent (average)	5-8	None
Degree-Bachelor's	1	1
Graduate Semester Hrs.	None	1-10
Certificate (Private Institution or College	None	2
Years Teaching (average)	2	1.2

B. Estimates of Pupil Progress (By Percentage of Respondents)

a. By Pupil

How do most of your teachers think you are doing in school?

	Control Group	AFS Class
very good	*13%*	*38%*
good	*30%*	*28%*
fair	*30%*	*17%*
poor	*0%*	*0%*
could do better	*24%*	*10%*
doing my best	*3%*	*7%*

Which item below best describes how you think you are doing in your school work?

	Control Group	AFS Class
very good	*23%*	*33%*
good	*40%*	*37%*
fair	*37%*	*30%*
poor	*0%*	*0%*

b. By Parent

Which item below best describes how your child thinks he/she is doing in his/her school work?

	Both Classes
very well	*55%*
average	*29%*
below average	*16%*

For your child, do you think school is:

	Both Classes
Hard	*11%*
Easy	*78%*
I don't know	*11%*

For your child, do you think school is

	Both Classes
Pleasant	*95%*
Unpleasant	*5%*
I don't know	*0%*

Would you say your child:

	Yes	No	I don't know
reads as well as you think a child his/her age should read	*89%*	*11%*	*0%*
writes as well as you think a child his/her age should write	*81%*	*19%*	*0%*
does Arithmetic as well as you think a child his/her age should	*75%*	*14%*	*11%*

How would you rate your child's general ability in school?

	Both Classes
Above Average	*19%*
Average	*52%*
Below average	*23%*
Not sure	*6%*

c. By Teacher/Teacher-Aides

Generally speaking, do participating African Free School Program pupils with whom you are working, communicate with adults, including yourself, more, less or about the same as when they were first enrolled in the Program?

	Control Group	AFS Class
More communication now	*100%*	*100%*
Less communication now	*0%*	*0%*
About the same communication	*0%*	*0%*
Don't know	*0%*	*0%*

d. By School Principal

Generally speaking, do participating African Free School Program pupils with whom you are working, communicate with adults, including yourself, more, less or about the same as when they were first enrolled in the Program?

	Control Group	AFS Class
More communication now	*100%*	*100%*
Less communication now	*0%*	*0%*
About the same communication	*0%*	*0%*
Don't know	*0%*	*0%*

C. Attitudes Toward Program

a. By Pupil

Do you think that the African Free School Program is:

	Control Group	AFS Class
Hard	*28%*	*41%*
Easy	*72%*	*59%*

Do you think that the African Free School Program is:

	Control Group	AFS Class
Pleasant	*93%*	*89%*
Unpleasant	*7%*	*11%*

What do you Like MOST about school?

	Control Group	AFS Class
everything	*21%*	*41%*
my teacher	*38%*	*19%*
reading	*24%*	*7%*
trips	*28%*	*26%*
Art	*21%*	*63%*
Music	*3%*	*22%*
Science	*14%*	*0%*
Math	*55%*	*48%*
Social Studies	*10%*	*4%*
Physical Education	*38%*	*7%*
Language Arts (English)	*7%*	*7%*
writing stories	*0%*	*7%*
assemblies	*7%*	*4%*
Work experience	*7%*	*0%*
Nothing	*0%*	*0%*

b. By Parent

Did you expect your child to get more out of the African Free School Program than he/she has gotten so far, or has he/she gotten about what you expected from the program?

	Both Classes
I expected he/she would get more	*13%*
He/She got as much as I expected	*47%*
I expected he/she would get less	*0%*
I didn't know what to expect	*40%*

How do you feel about the African Free School Program your child is participating in?

	Both Classes
I don't know anything about it	*29%*
I think it is really helping the children in this school	*58%*
I think it is not doing ver much	*0%*
I think it should involve more children	*42%*
I think it should be taken out of the school	*0%*
I think it's a useless program	*0%*

What do you think are the three (3) most important things your child can get from the African Free School Program?

	Both Classes
to improve his reading	*42%*
to gain self-confidence	*58%*
to act more obedient	*10%*
to be proud of his background	*52%*
to develop respect for the rights of others	*26%*
to develop his ability to think for himself	*39%*
to develop a respect for property and materials	*10%*
to be able to speak and write better	*23%*
to improve his grades	*39%*

Since being in the African Free School Program have you found that your child:

	Both Classes
spends more time reading	*61%*
generally does better in school	*52%*
enjoys reading more	*42%*
expresses himself better	*65%*
wants to go to the library more often	*48%*
reads the newspaper more	*42%*
is disappointed with the Program	*0%*
wishes he could drop out of the program	*0%*
tells me more about what happened in school	*61%*
tells me more about the things that he is reading	*55%*
feels discouraged because he's been picked f for special help	*6%*

As far as you are concerned has the African Free School Program helped your child to improve in any of the following areas?

	Both Classes
Reading and writing	*71%*
Mathematics and science	*58%*
Music and art	*42%*
Getting along with others	*48%*
African and African-American history	*54%*
How to find a good job	*16%*
General attitudes toward school	*35%*
None of these areas	*16%*

When not in school or not doing school work at home, does your child read any of the following materials:

	Both Classes
Comic books	*48%*
Church or Sunday School books	*29%*
Newspapers or magazines	*71%*
Public library books	*65%*
Other books	*45%*
None of these	*6%*

D. Involvement

a. By Parent

Do you feel that a parent should become actively involved in African Free School activities?

	Both Classes
Yes	*71%*
No	*7%*
I don't know	*22%*

Which of the following activities have you been involved in during this school year?

	Both Classes
individual conference with African Free School personnel	*26%*
individual conference with principal	*10%*
worked on Title I Advisory Committee Board	*10%*
gave my opinion(s) to a person on the Title I Advisory Committee/Board	*6%*

Which of the following activities have you been involved in during this school year? (Continued)

	Both Classes
worked as a teacher aide	*10%*
worked as a community aide	*3%*
attended meetings of the Title I Advisory Committee/Board	*16%*
visited the African Free School classroom to observe students	*35%*
volunteered as a clerical assistant	*0%*
volunteered to help in school library	*0%*
volunteered as a tutor	*3%*
volunteered to help teachers and teacher aides on a class trip	*13%*
assisted in planning the African Free School Program	*6%*
helped my child with his/her homework	*48%*
volunteered to help at a school function	*3%*
attended group meetings to learn how to help my child with his/her schoolwork	*10%*
other activities not listed here	*13%*
have not been involved in any school activities	*19%*

Are you a member of the Title I Advisory Committee/Board in your child's school?

	Both Classes
Yes	*14%*
No	*83%*
I don't know what it is	*3%*

Have you discussed any African Free School matters (Program, curriculum, activities, etc.) with any of the Title I Advisory Committee/Board?

	Both Classes
Yes	*5%*
No	*23%*
I don't know any members	*1%*

b. By Teacher/Teacher-Aide

On the average, how frequently do you work on Title I activities at home?

	Control Group	AFS Class
zero nights per week	*0%*	*0%*
one night per week	*25%*	*0%*
2 to 3 nights per week	*50%*	*0%*
4 to 5 nights per week	*0%*	*0%*
more than 5 nights per week	*25%*	*100%*

E. Knowledge

a. By Teacher/Teacher-Aide

During the period from September 1, 1970 to the present, did any of your pupils NEED any of the following services?

	Control Group	AFS Class
Diagnosis of pupil's individual e educational needs	*100%*	*66.6%*
Psychological or individual testing of pupil with special problem(s) or need(s)	*100%*	*33.3%*
Evaluation of pupil ability and attitudes	*100%*	*100%*
Assisting pupil with personal and social adjustment	*100%*	*100%*
Assisting pupil with education and career choices	*100%*	*100%*
Referral to specialist or agency outside the school	*100%*	*100%*
Visitation to home of pupil with special problem(s) or need(s) (except the initial home visit)	*100%*	*100%*
Physical, dental, or eye and ear examinations	*100%*	*100%*
Medical or dental treatment	*75%*	*100%*
Physical therapy	*25%*	*0%*

How many meetings has your school's Title I Advisory Committee/Board held this year?

	Control Group	AFS Class
none	*0%*	*0%*
one	*0%*	*0%*
two	*0%*	*0%*
three	*0%*	*0%*
four	*0%*	*0%*
five or more	*75%*	*67%*

b. By Pupil

Have you and your class taken any trips this year?

	Control Group	AFS Class
Zoo	*0%*	*0%*
Museum	*28%*	*96%*
Stage Play	*26%*	*92%*
Movie	*24%*	*100%*
Other places	*25%*	*100%*
No	*1%*	*0%*
I don't remember	*0%*	*0%*

Did a doctor examine you in your school this year?

	Control Group	AFS Class
Yes	*55%*	*63%*
No	*39%*	*39%*
I don't remember	*0%*	*0%*

If you did receive an examination this year, mark it in the list below.

	Control Group	AFS Class
Physical	*45%*	*46%*
Dental	*13%*	*23%*
Eye and Ear	*26%*	*31%*
I don't remember	*39%*	*39%*

How do most of your teachers think you are doing in school?

	Control Group	AFS Class
Very good	*13%*	*42%*
Good	*29%*	*31%*
Fair	*29%*	*19%*
Poor	*0%*	*0%*
Could do better	*23%*	*12%*
Doing my best	*3%*	*8%*

c. By Parents

Was you child examined by a doctor in school this year?

	Both Classes
Yes	*68%*
No	*19%*
I don't know	*0%*
I don't remember	*3%*

If your child did receive an examination this year mark it in the list below.

	Both Classes
Physical	*52%*
Dental	*32%*
Eye and Ear	*39%*
I don't know	*0%*
I don't remember	*13%*

Do you receive any written information from your child's school concerning African Free School Activities?

	Both Classes
A great deal	*35%*
Some	*26%*
A little	*13%*
None	*23%*

What kind of school sponsored class trips did your child take from September 1970 to the present?

	Both Classes
None	*0%*
Zoo	*7%*
Museum	*68%*
A show	*81%*
Other places	*68%*
No class trips	*10%*
I don't know	*0%*

Approximately how many meetings has your child's school Title I Advisory Committee/Board held this year?

	Both Classes
None	*10%*
One	*3%*
Two	*3%*
Three	*3%*
Four	*0%*
Five or more	*16%*
I don't know	*58%*

What do you think IS the main purpose of the Title I Advisory Committee/Board in your child's school?

	Both Classes
To improve school-community relations	*42%*
To plan and coordinate Title I activities	*10%*
To obtain community involvement in Title I Programs	*13%*
To "sell" Title I to the community	*3%*
To provide for community involvement and guidance in school programs	*13%*
To understand the desires of the parents and use this information to improve education for their children	*32%*
To coordinate the efforts of concerned groups to aid the child's development toward a useful and happy life	*13%*
To help parents in finding assistance in the community	*10%*

What do you think IS the main purpose of the Title I Advisory Committee/ Board in your child's school? (Continued)

	Both Classes
to encourage "togetherness" between parents, pupils and schools	*23%*
I don't know what the Title I Advisory Committee/Board is	*23%*
To implement new programs and make necessary curriculum changes	*10%*

F. Opinions

a. By Teacher/Teacher-Aide

Indicate which word below best describes the overall African Free School Program.

	Control Group	AFS Class
Successful	*75%*	*100%*
Moderately successful	*0%*	*0%*
Could be much better	*0%*	*0%*
No opinion	*25%*	*0%*

In your opinion, which of these was of the greatest assistance to you in your classroom work?

	Control Group	AFS Class
Classroom aides or assistants	*50%*	*33.3%*
Instructional material and resources	*0%*	*33.3%*
Opportunities for professional improvement	*50%*	*0%*
Consultant services	*0%*	*33.3%*
None of these	*0%*	*0%*

In general, are the printed materials and textbooks available to you appropriate for use in your African Free School Program instructional activities?

	Control Group	AFS Class
Yes	*50%*	*66.6%*
No	*50%*	*33.3%*

Do you feel that you are accomplishing the African Free School Program instructional objectives as stated in your Project Description?

	Control Group	AFS Class
Yes	*75%*	*100%*
No	*0%*	*0%*
Not sure	*25%*	*0%*

Do you feel that pupils in the Title I Program in your school see themselves as a select group receiving special attention?

	Control Group	AFS Class
Yes	*75%*	*33.3%*
No	*25%*	*66.6%*

Do you feel that this perception is:

	Control Group	AFS Class
Helpful	*50%*	*0%*
Hindering	*0%*	*0%*
Doesn't matter	*25%*	*33.3%*

What do you feel have been the major effects of Title I in your school?

	Control Group	AFS Class
Provided supplementary instructional equipment	*0%*	*33.3%*
Provided enrichment through cultural activities	*25%*	*66.6%*
Provided supplementary reading instruction	*50%*	*0%*
Provided opportunities for positive change regarding pupil attitudes toward school	*25%*	*66.6%*
Provided supporting pupil services, e.g., health, nutrition, psychological	*0%*	*33.3%*
Provided more individualized help to pupils	*100%*	*0%*
There has been no effect	*0%*	*0%*

Which of the following methods would you use to select pupils for the Title I Program?

	Control Group	AFS Class
Federal guidelines	*25%*	*0%*
Survey tests	*50%*	*0%*
Standardized achievement or intelligence test scores	*50%*	*0%*
Classroom tests	*25%*	*0%*
Pupil's grades	*75%*	*0%*
Special needs (e.g., psychological or emotional problems, handicapped, language difficulties	*75%*	*0%*
Teacher referral	*50%*	*0%*
Parental request	*50%*	*33.3%*
Non-English speaking	*25%*	*0%*
No predetermined basis	*0%*	*66.6%*
Other	*0%*	*33.3%*

b. By Parent

Did you find the teachers generally helpful or not?

	Both Classes
Helpful	*94%*
Not helpful	*0%*
I don't know, or no response	*6%*

Fill in each space with the number that best describes your feelings regarding the following statements:

	Both Classes
My child has a lot of respect for his/her teacher	*80%*
My child is unhappy at his/her school	*0%*
My child is learning a lot about reading	*70%*
My child's school is a friendly place	*61%*
The principal of my child's school is usually helpful to parents	*61%*
My child is being given too much homework to do	*0%*
My child is learning very little in school	*10%*
My child rarely gets help from his/her Title I Project Teacher when he/she needs it	*16%*
I think that the Title I Advisory Committee/Board in my child's school is doing a good job	*48%*

Fill in each space with the number that best describes your feelings regarding the following statements?

	Both Classes
My child has benefitted from participating in the Title I Program	*52%*
African Free School is doing a lot to help my child to learn to read	*55%*
The Title I Project Teachers are doing a good job with my child	*48%*

Which phrase best describes the African Free School Program Teacher's attitude toward your child?

	Both Classes
Very interested in helping my child	*77%*
Hardly knows my child	*3%*
Picks on my child	*0%*
Expects too much from my child	*0%*
Encourages my child	*36%*
Praises my child	*7%*
I don't know what the teacher's attitude is	*3%*

c. By Pupil

Fill in each space with the number that best describes your feelings about the following statements.

	Control Group	AFS Class
I like most of my teachers	*52%*	*73%*
I want to finish high school	*94%*	*100%*
I wish I could quit school now	*3%*	*0%*
I would like to go to college	*90%*	*23%*

Fill in each space with the number that best describes what you think about the following statements.

	Control Group	AFS Class
My teachers are easy to get along with	*55%*	*69%*
The special reading program has really helped me	*87%*	*73%*
My teachers are very interested in helping me	*94%*	*92%*
I usually understand what my teachers are saying	*55%*	*81%*

G. Recommendations

a. By Teacher/Teacher Aides

Indicate which of the following areas you feel a need for improvement in your present teaching effort.

	Control Group	AFS Class
Motivating students towards a positive self-image	*50%*	*0%*
Motivating students generally	*50%*	*0%*
Planning lessons	*0%*	*0%*
Communicating more effectively with other teachers	*25%*	*100%*
Communicating more effectively with your Title I Project Coordinator	*0%*	*0%*
Communicating more effectively with the principal (and/or vice-principal)	*0%*	*0%*
Communicating more effectively with pupils	*50%*	*0%*
Communicating more effectively with parents of your pupils	*50%*	*0%*
Making class material more relevant to pupils environment	*25%*	*0%*
Other areas-not listed	*25%*	*0%*

What do you think SHOULD be the main purpose of the Title I Advisory Committee/Board in your school?

	Control Group	AFS Class
To improve school-community relations	*0%*	*66.6%*
To plan and coordinate Title I activities	*0%*	*0%*
To obtain community involvement in Title I Programs	*25%*	*0%*
To "sell" Title I to the community	*0%*	*0%*
To provide for community involvement and guidance in school programs	*0%*	*33.3%*
To understand the desires of the parents and use this information to improve education for their children	*25%*	*0%*

What do you think SHOULD BE the main purpose of the Title I Advisory Committee/Board in your school?

	Control Group	AFS Class
To coordinate the efforts of concerned groups to aid the child's development toward a useful and happy life	*0%*	*0%*
To help parents in finding assistance in the community	*0%*	*0%*
To encourage "togetherness" between parents, pupils and school	*25%*	*0%*
To implement new programs and make necessary curriculum changes	*25%*	*0%*

What form of assistance would you like to have provided to aid you in your Title I teaching efforts?

	Control Group	AFS Class
More teacher-aides	*0%*	*33.3%*
More books	*0%*	*0%*
More audio-visual aids	*50%*	*66.6%*
More in-service teacher training programs	*75%*	*100%*
Remodeling of facilities	*25%*	*0%*
Consultant services	*100%*	*33.3%*
None of these	*0%*	*0%*

b. By Pupil

What is the single most important change that you would like to see in your program?

	Control Group	AFS Class
Have MORE children in the program	*13%*	*39%*
Have LESS children in the program	*0%*	*0%*
Give more time for reading	*7%*	*7%*
Hire more teachers	*0%*	*7%*
Get more parents involved	*26%*	*11%*
Give children more medical and dental treatment	*0%*	*4%*
Use more reading material about the things I know	*3%*	*4%*
Leave things just the way they are	*45%*	*11%*

c. By Parent

What do you think SHOULD BE the main purpose of the Title I Advisory Committee/Board in your child's school?

	Both Classes
To improve school-community relations	*35%*
To plan and coordinate Title I activities	*10%*
To obtain community involvement in Title I Programs	*10%*
To "sell" Title I to the community	*3%*
To provide for community involvement and guidance in school programs	*23%*
To understand the desires of the parents and use this information to improve education for their children	*16%*
To coordinate the efforts of concerned groups to aid the child's development toward a useful and happy life	*3%*
To help parents in finding assistance in the community	*3%*
To encourage "togetherness" between parents pupils and schools	*23%*
I don't know what the Title I Advisory Committee/Board is	*26%*
To implement new programs and make necessary curriculum changes	*3%*

Providing Title I Guidelines would permit it and if you were the Title I Program Administrator, what is the single most important change you would make?

	Both Classes
Let more children into the program	*29%*
Reduce the number of children in the program	*0%*
Provide more time for reading	*19%*
Hire more teachers	*16%*
Give the children more medical and dental treatment	*10%*
Use more reading material about the things the children know	*7%*
Spend less time on reading and more time on trips	*0%*
No recommendation	*35%*

3 Findings

Some of the more important findings which should be highlighted are as follows;

All program participants are of African-American racial origin.

The median age of the students in the Control Group is almost a full year younger than that of the students in the AFS class.

Fifty percent of the pupils in the AFS class were born in a different state. Six percent were born elsewhere in New Jersey and forty-three percent were born in the City of Newark.

Twenty-five percent of the students in the Control Group were born in a different state. Twenty-one percent were born elsewhere in New Jersey and fifty-four percent were born in the City of Newark.

There is a significant difference in the average number of days absent recorded for the pupils in the Control Group (6–10 days) as opposed to the students in the AFS class (1–5 days). This is definitely indicative of the student's interest in attending school and experiencing the learning situation afforded.

All of the teacher/teacher-aides associated with the AFS class live in the area of the program school as opposed to only one of those associated with the Control Group.

There is a significant difference in the number of hours of participation of in-service training between the AFS class teacher/teacher-aides and those associated with the Control Group. Those teacher/teacher-aides associated with the Control Group have an average of only nine hours whereas those associated with the AFS class have an average of more than thirty hours.

Forty-three percent of the pupils in the Control Group feel that their teachers think they are doing "very good" of "good" in their school work; however, fifty-six percent of the students in the AFS class feel that their teachers think they're doing "very good" or "good" in their school work. This fact is quite significant from the standpoint of pupil self-image.

Another point indicative of good self-image on the part of the pupils in the AFS class is the fact that sixty-three percent of those in the Control Group thought that they were doing "very good" or "good" in their school work as opposed to seventy percent of those in the AFS class who thought they were doing "very good" or "good".

The parent responses indicate that fifty-five percent of the parents thought that their child was doing very well in school and seventy-eight percent thought that school was easy for their child along with ninety-five percent of the parents who thought school was pleasant for their child.

Eighty-nine percent of the parents thought their child reads as well as a child his/her age should read.

Eighty-one percent thought their child wrote as well as a child his/her age should write.

Seventy-five percent of the parents thought their child did arithmetic as well as a child his/her age should.

Fifty-two percent of the parents rated their child's general ability as average.

One hundred percent of the teacher/teacher-aides associated with both classes thought that there was more communication now between the pupils in the African Free School Program and adults, including the teacher/teacher-aides, than when the pupils were first enrolled in the program. This is very indicative of an improvement in self-image and self-confidence.

The school principal concurred with the findings in the previous paragraph.

It is quite significant that seventy-two percent of the pupils in the Control Group felt that the African Free School Program was easy as opposed to only fifty-nine percent of the pupils in the AFS class.

Ninety-three percent of the pupils in the Control Group felt that the program was pleasant, as opposed to eighty-nine percent in the AFS class.

Forty-one percent of the pupils in the AFS class liked everything about school as opposed to only twenty-one percent of the pupils in the Control Group.

Forty-seven percent of the parents felt that their child gets as much as they expected from the African Free School Program whereas forty percent did not know what to expect their child to get from the program.

Fifty-eight percent of the parents felt that the program was really helping the children.

Forty-two percent of the parents felt that it should involve more children.

According to the parents, the three most important things their child could get from the AFS Program was to improve reading, to gain self-confidence, and to be proud of his/her background.

Sixty-five percent of the parents felt that their child expressed himself better after participating in the AFS Program.

Sixty-one percent of the parents found that their child now spends more time reading since participating in the AFS Program.

Sixty-one percent of the parents found that their children talk more about what happens in school now that they have participated in the AFS Program.

Only six percent of the parents found that their child feels discouraged because he/she has been picked for special help.

Seventy-one percent of the parents felt that the AFS Program has helped to improve their child in reading and writing.

Seventy-one percent of the parents felt that they should be actively involved in the AFS activities.

Forty-eight percent of the parents have helped their child with his/her homework.

Thirty-five percent of the parents have actually visited the AFS class room to observe students.

Eighty-three percent of the parents responding to the questionnaire for the African Free School Program are not members of the Title I Advisory Committee/Board in the Robert Treat School.

There is a significant difference in the amount of time spent on program activities at home by the teacher/teacher-aides in each group. In the Control Group, twenty-five percent spend approximately one night a week, fifty percent spend two to three nights per week and twenty-five percent spend more than five nights per week. The teacher/teacher-aides in the AFS class all spend more than five nights per week on program activities at home.

This same finding is true regarding the number of time the teacher/teacher-aides are contacted at home about program activities and/or concerns. In the Control Group, fifty percent of the teacher/teacher-aides are not contacted at all. Twenty-five are contacted once a week and twenty-five percent, two to four times a week. All of the teacher/teacher-aides are contacted at home regarding program activities and/or concerns more than ten times a week.

Thirty-five percent of the parents felt that they got a great deal of written information regarding the African Free School activities. Fifty-eight percent of the parents of pupils in both classes did not know how many Title I Advisory Committee/Board meetings were held during the school year.

Forty-two percent of the parents of pupils in both classes felt that the main purpose of the Title I Advisory Committee/Board was to improve school community relations. Thirty-two percent felt that it was to understand the desires of the parents and use this information to improve education for their children. With this in mind, it is quite significant that the parents did not actively involve themselves in the Title I Advisory Committee/Board in the Program school.

Seventy-five percent of the teacher/teacher-aides in the Control Group felt that the African Free School was successful while twenty-five percent had no opinion. One hundred percent of the teacher/teacher-aides in the AFS Class felt that the Program was successful.

The teacher/teacher-aides in the Control Group felt that the classroom aids or assistants were a great help in the classroom work, while fifty percent felt that the opportunity for professional improvement was quite important. In the AFS Class, the feelings were equally divided between classroom aids, instructional material and resources and consultant services as being the most important and of the greatest assistance in classroom work.

A very significant factor is that fifty percent of the teacher/teacher-aides in the Control Group felt that the printed materials and textbooks available were not appropriate for their instructional activities. Sixty-six percent of the teacher/teacher-aides in the AFS Class felt that the printed materials and textbooks available were appropriate for use in the program instructional activities.

One hundred percent of the teacher/teacher-aides in the AFS Class felt that the African Free School Program instructional objectives were being accomplished. Only seventy-five percent of the teacher/teacher-aides in the Control Group felt that these objectives were being accomplished while twenty-five percent were not sure.

Seventy-five percent of the teacher/teacher-aides in the Control Group felt that the criteria for selection for the Title I Program should be special needs such as psychological or emotional problems. In the AFS Class the teacher/teacher-aides felt that selection of pupils for the program should be on no pre-determined basis and perhaps could be at parental request.

Ninety-four percent of the parents found the teachers were generally helpful.

Eighty percent of the parents felt that their child had a lot of respect for his/her teacher.

Seventy-seven percent of the parents felt that the African Free School Program teacher was very interested in helping their child.

Thirty-six percent of the parents felt that the Program teacher encouraged their child.

A very significant finding which is really not in concert with the other findings in this report,records the feelings regarding teachers, finishing school, quitting school and going to college. In the AFS Class, seventy-three percent of the pupils like most of their teachers. One hundred percent of the pupils want to finish high school. Zero percent of the pupils want to quit school now, and only twenty-three percent would like to go to college. In the Control Group, fifty-two percent of the pupils liked most of their teachers, ninety-four percent of the pupils want to finish high school, three percent would like to quit school now, and ninety percent would like to go to college.

A very significant finding dealt with a recommendation for improvements in teacher/teacher-aides. One hundred percent of the teacher/teacher-aides in the AFS Class felt that there was a need for communicating more effectively with other teachers. Only twenty-five percent of the teacher/teacher-aides in the Control Group felt that this was a problem which needed improvement. Fifty percent of the teacher/teacher-aides in the Control Group felt that there was a need for improvement in motivating students toward a positive self-image and motivating students in general. Communicating more effectively with pupils and their parents was also a major concern of fifty percent of the teacher/teacher-aides in the Control Group. The teacher/teacher-aides in the AFS Class did not have any of these concerns.

All of the teacher/teacher-aides in the Control Group felt that they would like to have consultant services provided to assist them in their classroom work while all of the teacher/teacher-aides in the AFS Class felt that more in-service teacher training programs would assist them in their classroom teaching effort.

Fifty-nine percent of the pupils in the AFS Class would like to see more children in the program while only eleven percent would like to see things left the way they are. This situation is almost reversed where forty-five percent of the pupils in the Control Group would like things left just the way they are and only thirteen percent would like to have more children in the program.

Twenty-six percent of the pupils in the Control Group would like to get more parents involved in the AFS Program. Only eleven percent of the pupils in the AFS Class felt that more parents should be involved.

Thirty-five percent of the parents had no recommendation to make regarding the AFS Program.

Twenty-nine percent of the parents recommended that more children be put into the Program.

Nineteen percent of the parents recommended that more time for reading be provided.

Sixteen percent of the parents recommended that more teachers be hired.

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EVALUATION REPORT

NEWARK SCHOOL DISTRICT

AFRICAN FREE SCHOOL PROJECT

ESEA TITLE I

SUMMER 1971

Prepared for:

NEWARK BOARD OF EDUCATION

NEWARK, NEW JERSEY

OCTOBER, 1971

COMMUNICATION TECHNOLOGY CORPORATION

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I. CONCLUSIONS AND RECOMMENDATIONS

1.0 Conclusions

The Communication Technology Corporation (CTC), Haddonfield, New Jersey, herein presents the summary of its evaluation findings generated from an analysis of the data collected from the Summer African Free School Program (AFS) in the Marcus Garvey School, Newark City School District. The evaluative material contained herein is supported by the presentation of evaluation data and discussion contained in Section IV of this report.

The AFS Program which has been in operation as a Title I experimental class since September, 1970 was continued into the summer term. Classes were conducted on the third floor of the Marcus Garvey School under the direct supervision of the school principal. The Program consisted of two experimental classes and one control class established for purposes of comparative evaluation. Participating pupils were selected on a random basis from the same pupil population and were accepted into the Program following parental permission. However, the control class was slightly older on the average, thereby indicating that they may not have been comparable to the experimental group.

Both groups utilized similar instructional services and materials. They likewise participated in the same type of cultural enrichment activities, swim program and nutritional services. All pupils were treated in an ungraded classroom situation in which they received a considerable amount of individual attention due to the low pupil/staff ratio. They differed only in regard to curriculum and instructional methodology.

CTC employed the standard pre and post-tested scores available for participating pupils and designed and administered evaluation instruments (interview/questionnaire) which extracted data regarding the project. Based on the analysis of this data, CTC has found that both the experimental and the control classes have essentially achieved the same level of Reading and Word Knowledge gains.

It can be inferred that the AFS Program has improved the emotional achievement of the participating pupils. These pupils have demonstrated a high interest in the Program by their comparatively low absence rate through the summer.

Inspection of the data on individuals presented in Section IV for both the experimental class and the control class shows that certain individuals in the experimental group did as well as other individuals in the control group.

The pupils in both the control and experimental classes felt that participating in the Program was a pleasant experience.

CTC concludes that, compared to the control class, the experimental classes have been as successful as they could have been in the area of academic achievement; however, all classes had a comparatively large measured reading loss during the period of treatment.

There was a measured loss in reading during the Summer Program by both the experimental and control classes.

There are no available criterion measures appropriate for quantifying the theoretical outcomes of the African Free School Curriculum, which points out the need for developing instrumentation and/or performance objectives.

The conclusions presented above are qualified with the realization in mind that the use of a control group to produce meaningful evaluation results is excellent in concept; however, the comparative analysis must be performed as a tightly controlled experiment. To produce unquestionable conclusions from this design, it is necessary that the samples be large enough and have, as closely as possible, the same distribution of participant background and talents. The presence of a few "under" or "over" achievers in either group seriously distorts any data comparison.

2.0 Recommendations

CTC presents the recommendations listed below for consideration by the African Free School Program staff, Newark School District administrators and the Newark Board of Education.

1. The African Free School Program should be continued for at least one more full year. The relatively short time of its existence in the school environment does not permit conclusive data to be extracted regarding the total effectiveness of the Program. This recommendation includes the Control Group along with the AFS class.

2. The Program staff should develop performance objectives, stated in measureable terms, for inclusion in their continuation proposal. This will allow subsequent evaluations to be more meaningful in terms of measuring the achievement of objectives.

3. The staff of the AFS should critically examine their curriculum and institute identified changes to assure future success in reading achievement. The changes and/or modifications to the existing curriculum and/or methodology should be made without impairing the general operation and conduct of the Program.

4. A longitudinal study should be instituted to track those pupils in the Control and the AFS Groups going on to secondary schools. This should provide meaningful evaluative data regarding the long term impact of the AFS Program when compared to other Title I and School District Programs.

5. So that the function of the Control Group as a comparative measure might be more fruitful, the AFS administrators should take the steps necessary to tightly control the parameters of an experimental situation which requires balanced samples, controlled testing procedures, and inferential statistical analysis.

6. In order to fully assess the impact of the two different methodologies an attempt should be made to equalize the pupil-staff ratio and control the variable of length of treatment by having the children who begin the program in September continue through the summer months.

II. INTRODUCTION

The Title I Committee and interested parents in the attendance area of the Marcus Garvey Elementary School (formerly the Robert Treat School) recognized the need to establish a system of education to teach the true values of the black people. Since the school was dealing with, and teaching African-American children, the Committee felt these children should be taught to relate to their own culture. Another factor covered in the needs assessment was that many of the children in the attendance area are the products of broken homes, thus identifying one of the major needs of the pupils, i.e., to establish a "family approach" and personal relationship between the teacher and pupil.

The Chairman of the Marcus Garvey Title I Committee, Mrs. Lois Jones, in concert with the Title I Committee, prepared and submitted a proposal to the Newark Board of Education for an experimental class at the Marcus Garvey School. This experimental class, as described by the proposal, would be one representative class of children selected from grades 5 to 8 in the Marcus Garvey School. These children would be taught according to the curriculum and methodology of the African Free School. The African Free School curriculum includes Swahili, History (emphasizing African and African-American), Literature, (emphasizing African, African-American, and Asian), customs and concepts (which teaches unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity, and faith, as concepts by which one's life and the life in one's community must be lived), Travelog (going by film and books to places all over the world with an emphasis on places where black people are), Simba Wachanga (boys: drill, physical training and health studies; girls: African-American and African dance troupe, health studies and hygiene), Seventh Wonder (guest speakers who come in from all walks of life: diplomats, scientists, social workers, etc.), remedial program in mathematics, arts and crafts. The Experimental Program is based on the total learning environment, the correlation of studies, and the presentations by several adults who exhibit a common concern for the pupils and a cooperative approach to the class.

During the formative stages of this Program, parents exhibiting an interest in the Program for their children were visited. These visits were to explain the Program, secure parental permission and enroll the pupil.

Provision was made for the continuation of the AFS Program into the 1971 summer term. As with the Regular School Year AFS Program, the summer effort consisted of the African Free School Group and a Control Group. Though paid for by Title I funds, the Experimental Program (AFS) was a completely separate component from the regular Title I Summer Program operating at the school. All components of the Title I Summer Program were under the direct supervision of the Principal, Eugene Campbell. The main objective of the African Free School was to improve the academic and emotional achievement of its students while teaching racial dignity and pride without teaching racism.

Enrollment in the Summer Program required parental permission. To this end, visitations to interested parents were made to explain the Summer Program and to enroll the pupil if the parents agreed. Because of this type of school-parent interaction, the parents were generally well informed regarding the AFS Summer Program. The Program was widely accepted and has experienced no opposition or set backs from the local population who are familiar with the Program operation. This may be accounted for in part by the thrust of the Program and the extent of parental involvement.

During the summer school term of the African Free School, forty-nine pupils attended classes. The African Free School Group (two experimental classes with 15 pupils each) and one Control Group with nineteen pupils were established. Each class had a certified teacher in charge, assisted by teacher-aides. The assignment of children to either the Control Group or the African Free School Group was again conducted on a random basis to attempt to give neither group greater or fewer under or over achievers.

III. PROGRAM DESCRIPTION

1.0 Introduction

The Summer African Free School Program, a continuation of the Experimental class conducted during the regular school year at the Marcus Garvey Elementary School was paid for by Title I funds. As in the case of the Regular School Year AFS Program, a Control Group was established so that a meaningful evaluation might be achieved. For the purposes of this evaluation report, the two groups involved will be called the African Free School (AFS), and the African Free School Control Group or more simply, the Control Group.

2.0 Participants

At the time of the evaluation, the Summer African Free School Program numbered forty-nine pupils, grades five through eight. There were nineteen pupils in one class which constituted the Control Group and thirty pupils distributed in two classes in the AFS Group. Twenty pupils in the AFS Group were new to the program.

3.0 Objectives

The main objectives of the African Free School Program were to improve the academic and emotional achievement of its pupils, teach racial dignity and pride without teaching racism, and relate true black values to the educational system by presenting the curriculum in the context of the pupil's cultural background.

4.0 Personnel

For purposes of identification, personnel assigned by the Newark Board of Education for the administration and operation of the Summer Program included a Program Administrator, three Project Teachers, and five Teacher Aides.

The School Principal was the Program Administrator. His responsibilities involved the planning, implementing, supervising and monitoring of the Program activities.

Two Project Teachers were assigned to the AFS Group which was divided into two ungraded classes. Each Project Teacher was responsible for fifteen pupils and was assisted by one Teacher Aide. The Control Group was composed of nineteen pupils in a similar ungraded class situation to which a Project Teacher and three Teacher Aides were assigned. This difference in staff to pupil ratio introduces a variable which must be considered in the interpretation of the findings.

The duties of the Teacher Aides included assisting the Project Teacher in carrying on the normal classroom activities, distributing materials, and supervising the pupils in the lunchrooms and on the playgrounds.

Weekly In-Service Workshops were conducted for these staff personnel by the AFS Administrator and/or consultants. These workshops covered training in new instructional techniques in all phases of the curriculum and were directed toward the pupil population served by the curriculum.

5.0 Procedures

The experimental classrooms for the Summer African Free School Program were located on the third floor of the Marcus Garvey School. The classrooms were adequate for the number of pupils participating in each group.

The Program was put under the direct supervision of the School Principal who, in turn, reported to the Deputy Superintendent.

The Control Group and the AFS Group had the same materials and equipment available to them. The only major difference was in the curriculum and the method of instruction. Both groups took part in on-premise and off-premise cultural enrichment activities, swim programs and nutritional services.

On several occasions the AFS Group utilized the services of a reading consultant to reinforce the instruction provided by the staff in the Cureton Reading Program. This reading program was developed by George Cureton, a former Newark School District teacher, to suit the needs of minority groups from large urban areas.

Regular communication between AFS Program Staff and parents was maintained by mail and/or personal meetings. Group meetings between staff and parents were conducted during the Summer Program, and included discussions on pupil progress, parent involvement and family planning.

6.0 Program Activities

In order to achieve the stated objectives, the Summer AFS Program was conducted for a period of six weeks beginning Thursday, July 8, 1971, and ending on Wednesday, August 18, 1971. The pupils attended the AFS Program from 8:30 AM to 2:30 PM, Monday through Friday.

The major thrust of the AFS Program was instructional in nature. The structure of the AFS curriculum was designed to satisfy the normal requirements for subject matter while introducing culturally related materials and curriculum. Special features of the experimental curriculum as excerpted from the 1971 Title I Summer Extension Proposal were Swahili, Afro-American History, Literature (emphasis on African, African-American, and Asian), custom and concept (which teaches unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity and faith, as concepts by which one's life and the life of one's community must be lived), Travelog (going by film to places all over the world with emphasis on places where black people are), Simba Wachanga (physical education, drill, dance, drama, health and hygiene), Seventh Wonder (guest speakers who come from all walks of life: diplomats, scientists, social workers, etc.), remedial mathematics and arts and crafts.

The curriculum for the Control Group was the same as that employed throughout the Newark School District for grades 5 through 8. There were, however, two variations from the normal practice; the number of Teacher Aides present in the Control Group classroom, and the use of the ungraded class organization. While this did not affect the operation of the standard Newark curriculum, it did provide additional staff not normally available throughout the Newark School District.

In addition to the classroom instructional activities, the pupils were provided with a diversity of on-premise and off-premise educational experiential enrichment activities, a swim program conducted at the outdoor pool located on the school grounds, and a nutritional program which consisted of breakfast and lunch.

7.0 Instructional Equipment and Materials

The instructional equipment and materials made available to the Summer African Free School Program were the same for the Control Group and the AFS Group. The equipment available included audio tape machines, record players, 16mm film projectors, slide projectors and a non-computer type teaching machine directed toward reading.

The AFS Group employed special materials developed to support the Cureton Reading Program. Other special materials employed in the Program were those associated with specific portions of the AFS curriculum dealing with Swahili and other culturally centered subject areas.

8.0 Budget (proposed)

DESCRIPTION	FUNDS
4 Teachers @ $9/hr. 6 hr./da. 5 da./wk. 6 wks.	$6,480.00
4 Teacher Aides @ $2.75/hr. 6 hrs./da. 5 da./wk. 6 wks.	1,980.00
Instructional Supplies	300.00
Consultant Services (AFS classes)	1,000.00
E. E. E. Activities	650.00
Transportation for E. E. E. Activities @ $78./bus 2 buses for 6 trips	936.00
Social Security @ 5.2%	103.00
Food Costs including labor @ $.84 da./unit (Breakfast & Lunch) 68 units for 30 days	1,714.00
Parent Fund @ $1.50/participating students	90.00
TOTAL	$13,253.00

IV. EVALUATION DATA AND DISCUSSION

As a measure of improved reading achievement, a major goal of the Program, CTC utilized the results of the Metropolitan Achievement Tests (pre and post) which were made available for twenty three pupils, eleven from the Control Group and twelve from the AFS Group. In order to secure additional information about the Program in an attempt to assess its intangible worth (not measured by standardized tests), CTC designed information gathering instruments which were administered to the Principal, Project Teachers/Teacher Aides and pupils.

The evaluative instruments were of the questionnaire type which evoked data regarding program involvement, knowledge, estimates of fact directed toward pupil progress, pupil self-image, pupil attitudes, program success, program administration, and recommendations regarding the Program and its administration.

1.0 Pre and Post-Test Score Data

The pupils in the African Free School Program, both the AFS Group and the Control Group, were administered the Metropolitan Reading Test in May, 1971 as part of the Regular School Year Title I Program and again in August as part of the Summer Program. Those pupils who were not tested in May were given the pre test in July, at the beginning of the Summer Program. Three of the control group's pupils had scores from pretests which were administered in July; ten of the experimental pupils were administered the test in July.

The analysis of the data presented below was conducted with the realization that the groups may not be completely comparable because of the difference in testing dates and the difference in pupil/staff ratio; however, if a difference were found the awareness of the circumstances may provide possible hypotheses (explanations) for consideration.

From these tests, Grade Equivalent scores in Reading Comprehension and Word Knowledge were obtained. For each of the subtests, a gain score was computed. The individual scores for both groups are presented in Table IV-1 and IV-2.

TABLE IV-1

INDIVIDUAL GRADE EQUIVALENT SCORES: AFS AND CONTROL GROUP METROPOLITAN ACHIEVEMENT TEST, READING COMPREHENSION SUMMER 1971

	CONTROL			AFS		
	Pre-Test	Post-Test	Gain	Pre-Test	Post-Test	Gain
Grade 5	4.0	3.5	-.5	3.0	5.1	2.1
	3.5	3.0	-.5	3.7	3.8	.1
				3.0	3.0	0.0
				3.7	3.8	.1
				3.5	3.7	.2
				3.1	3.7	.6
				4.4	4.0	-.4
				4.0	3.0	-1.0
Grade 6				4.7	3.2	-1.5
Grade 7	5.3	6.3	1.0	8.0	7.3	-.7
	4.2	3.0	-1.2	8.5	5.7	-2.8
	4.0	4.9	.9	3.1	3.0	-.1
	5.1	4.0	-1.1			
Grade 8	6.6	7.1	.5			
	9.8	8.7	-1.1			
	4.4	5.1	.7			
	4.2	3.2	-1.0			
	4.0	3.0	-1.0			

TABLE IV-2

INDIVIDUAL GRADE EQUIVALENT SCORES: AFS AND CONTROL GROUP METROPOLITAN ACHIEVEMENT TEST, WORD KNOWLEDGE SUMMER 1971

	CONTROL			AFS		
	Pre-Test	Post-Test	Gain	Pre-Test	Post-Test	Gain
Grade 5	3.8	4.0	.2	4.7	5.3	.6
	3.0	3.4	.4	4.5	3.1	-1.4
				3.0	3.8	.8
				4.3	4.7	.4
				3.8	3.6	-.2
				3.4	3.4	0.0
				4.7	4.3	-.4
				4.5	4.5	0.0
Grade 6				3.9	4.7	.8
Grade 7	8.1	9.1	1.0	9.1	10.0	.9
	4.1	4.5	.4	7.8	7.4	-.4
	3.0	3.0	0.0	3.0	3.9	.9
	4.3	4.5	.2			
Grade 8	8.1	7.8	-.3			
	9.8	7.8	-2.0			
	5.8	7.4	1.6			
	4.6	4.7	.1			
	3.7	4.5	.8			

It should be noted from these tables that there were unequal numbers of pupils tested in the grades of the AFS and Control Groups; and also that scores were unavailable for pupils in grade six in the Control Group and grade eight in the AFS.

Because both groups were receiving treatment in an ungraded situation and the numbers of pupils identified in each grade were rather small, CTC felt that, to present a true comparative analysis, the gain scores for the pupils in each group should be pooled and an average gain score computed for each of the subtests. The results of these computations are summarized in Table 3. For clarity of presentation, the average gain scores of both the Control and AFS Groups' Metropolitan subtests are graphically compared in Figure 1.

TABLE IV-3

SUMMARY OF AVERAGE GAIN SCORES: AFS AND CONTROL GROUP
METROPOLITAN ACHIEVEMENT TEST
SUMMER 1971

	CONTROL			AFS			
	N	GAIN SCORES		N	GAIN SCORES		DIFFERENCE
		SUM	AVG		SUM	AVG	
Reading	11	-3.3	-0.3	12	-3.4	-0.3	0.0
Word Knowledge	11	2.4	0.2	12	2.0	0.2	0.0

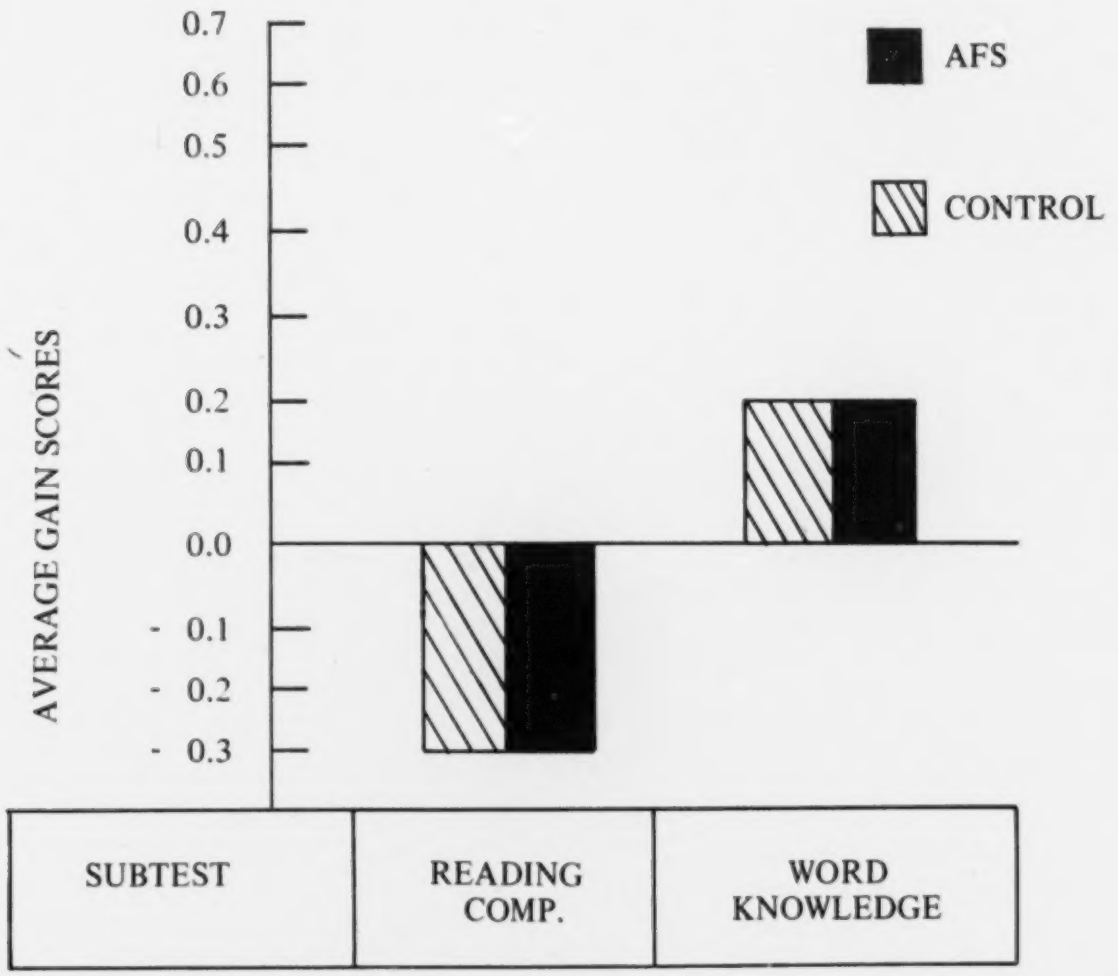

FIGURE IV-1

AVERAGE GRADE EQUIVALENT GAIN: AFS AND CONTROL GROUP
METROPOLITAN ACHIEVEMENT TEST
MAY 1971 - AUGUST 1971

Table IV-3 and Figure IV-1 show that the AFS did as well in terms of gain scores as did the Control Group. Both the AFS and Control Groups, on the average, gained 0.2 grade equivalents in Word Knowledge during a treatment period of approximately 0.1 years indicating that phase of the Program was successful in both the AFS and Control Groups. However, it is also shown that both groups had a measured loss of 0.3 grade equivalents in Reading Comprehension during the same period of treatment.

The fundamental question in this analysis is whether the AFS Group, with emphasis on a unique curriculum directed to Afro-American heritage, emphasize Afro-American heritage at the expense of lessening pupil achievement in the basic skill of reading. Inasmuch as the control curriculum is representative of the Newark Title I curriculum, and the pupils in both groups are representative of the same population, the data presented above definitely indicates that the AFS curriculum does not sacrifice reading in the interest of other areas.

The above statement is made with caution because the samples were small (representing about half of the pupils in the treatment groups); also, the pupils in the Control Group (based on grade assignment) were approximately one year older on the average than the pupils in the AFS Group. Caution is further indicated because the pupils in the groups were tested at different times and the Control group had more staff per pupil than the AFS Group. All these situations could be possible sources of error in making inferences from the data; nevertheless, there is no evidence that the AFS curriculum as such detracts from pupil achievement in reading.

Because of the wide range of scores and the small sample size, the median gains were calculated for the groups on both Word Knowledge and Reading Comprehension. To verify the findings presented above for the means, a statistical test for the difference in median was performed. The discussion of this analysis appears in Appendix A.

There was no significant difference found between the median gain scores of the samples from the AFS and Control Groups in Word Knowledge as measured by the Metropolitan Test.

The analysis of the median gains coupled with the presentation of the mean gains show that, on the average, the AFS Group did as well in Reading Comprehension and Word Knowledge as did the Control Group.

A question of practical significance that comes out of the findings is; why the comparatively large measured gain in Word Knowledge and the comparatively large measured loss in Reading Comprehension occurred. The data available provide no clues to the answer. It is apparent, however, that whatever the cause or explanation, it affected both the AFS and Control Groups.

If it is assumed that these measured gains and losses represent "real" gains and losses, then the cause(s) must be accounted for in that portion of the treatment that the AFS and Control Groups have in common and/or the school and community environment they share.

2.0 Interview/Questionnaire Data

In order to collect additional information on the overall Summer AFS Program, CTC field staff interviewed the Program Administrator (School Principal) regarding various aspects of the Program.

In response to the question, "Indicate the significant strength(s) of the Summer Program", the Program Administrator stated that he felt the experience the Project Teachers had gained in the Regular School Year AFS Program was the most significant strength of the Summer

Program. That is, the Project Teachers, as a result of the knowledge they had obtained regarding both the process and outcomes of the Regular School Year Program were highly motivated and determined in their summer efforts. He indicated that this motivation and determination was imparted to the pupils which helped to enhance their self-image and inculcate a more positive attitude concerning their place in society.

In response to the question requesting information on the differences between the Regular School Year and Summer AFS Programs, the Program Administrator cited the following aspects: there were smaller numbers of pupils in the Summer Program; there were new pupils placed in the Program; pupils were provided with a nutritional program, i.e., breakfast and lunch were served each school day; and there were weekly opportunities afforded the participating pupils to be involved in educational experiential enrichment activities which included field trips to such sites as Seton Hall University, Cheesequake State Park and places of interest in New York City.

The Program Administrator indicated that he saw no significant weaknesses within the Summer AFS Program. It was his opinion that positive pupil attitudinal changes were in evidence. If weaknesses were to be considered at all, they should be discussed in terms of the lack of valid instrumentation to adequately measure these changes rather than in terms of the process (program) itself.

To collect comparative data regarding the AFS and Control Groups in the Program, three Instructional Personnel from the Control Group and three Instructional Personnel from the AFS Group were administered interview forms. One Project Teacher and two Teacher Aides from the Control Group and two Project Teachers and one Teacher Aide from the AFS Group made up the sample. All were female, black, and worked in a Title I project during the regular school year. In the AFS Group, the instructional personnel were younger than those in the Control Group.

All of the instructional personnel in the AFS Group rated the printed materials and text books as very appropriate, while one in the Control Group rated it very appropriate, one moderately appropriate, and one did not reply.

All the instructional personnel sampled in both groups said the overall Title I Summer Program was successful both in the school district and in their center.

All that replied said the instructional objectives as stated in their school's Summer Program description were being accomplished.

When asked to indicate the resources that they felt were of value in their Title I summer activities both groups selected audio-visual equipment and Teacher Aides. In addition, the Control Group also indicated textbooks at the student level, whereas the AFS Group did not.

When asked to indicate pupils' needs from a list of services provided, the instructional personnel for both groups pointed out the following needs:

a. Diagnosis of pupil's individual educational needs
b. Evaluation of pupil ability and attitudes
c. Assisting pupil with personal and social adjustment
d. Assisting pupil with educational and career choices
e. Referral to specialist or agency outside the school
f. Physical, dental, or eye and ear examinations
g. Medical or dental treatment

In addition to the above list, the sampled personnel of the AFS Group also indicated that there was a need for visitation to the homes of pupils with special problems.

The instructional personnel were asked not only to list the needs but also to indicate if the needed service was provided, and to rate its adequacy.

Where a needed service was listed, instructional personnel for both groups stated it was provided and was very adequate.

The data presented thus far show that the only noticeable difference between the groups is that the Control Group instructional personnel see greater value in textbooks on the student level, and the AFS Group instructional personnel see a greater need for visits to the homes of pupils with special problems.

In an attempt to compare the curriculum emphasis of the two groups the Project Teachers were asked to indicate the frequency with which they used various curriculum methods to teach reading, math and language. One teacher in the AFS Group indicated that she did not teach any of these subjects.

The other teacher in the AFS Group responded that for reading she very frequently emphasized word recognition skills, phonetic analysis, oral reading, general comprehensive skills, and creative reading. She less frequently but often employed structural analysis, vocabulary development, work-study skills, literary interpretation, and critical reading. She did not use context clues in teaching reading. The Project Teacher of the Control Group responded that she very frequently emphasized all the above curriculum methods in teaching reading.

With regard to teaching mathematics, the teacher of the Control Group indicated that she very frequently emphasized vocabulary, number concepts, writing numbers, symbols and rules, and abstract computation. She less frequently but often emphasized verbal problem solving, equations, and fundamental operations. The teacher in the AFS Group who responded she taught math indicated that she very frequently emphasized vocabulary, number concepts, writing numbers, symbols and rules, verbal problem solving and equations. Less frequently but often the teacher of the AFS Group emphasized fundamental operations.

The teacher in the AFS Group indicated that in teaching language she frequently emphasized writing, speaking, literary skills, spelling, English usage and handwriting. She less frequently but often emphasized capitalization and punctuation. The teacher of the Control Group indicated that she frequently emphasized all the above except handwriting.

The data present no clear differences in emphasis beyond what might be expected due to the different teaching styles and interests of the teachers.

However, because one of the teachers indicated that she did not use any of the methods listed for reading, math, or language, definitely indicates a difference in curricular emphasis, at least in her class.

CTC randomly selected six pupils from the AFS Group and six pupils from the Control Group to be interviewed in order to obtain comparative data about the Program.

Of the six pupils in the Control Group sample, one said he was in grade five, four said they were in grade eight and one said he was in grade nine. The six pupils in the sample from the AFS Group consisted of one fifth grader, three sixth graders and two seventh graders. As in the test score sample the interview sample of pupils in the Control Group appear to be older than the AFS Group sample.

The pupil responses to the question of how many days they were absent during the Summer Program indicated that there was very little difference in attendance between the pupils in either group. Two of the Control Group pupils responded that they had not missed any days of school during the Summer Program; three of the six said they missed from one to five days and one pupil said six to ten days absent. One pupil in the AFS Group did not respond to the question. Of the five pupils in the AFS Group who replied, two indicated no absences and three indicated one to five days absence.

When asked to describe how they feel about being in the Title I Summer AFS Program all six of the AFS Group pupils replied that they were happy to be in the Summer Program and felt they needed the extra help. Only two of the six Control Group pupils said they were happy to be in the Summer Program and four said they needed the extra help. More of the AFS Group pupils enjoyed the Program and saw a need for it than did the Control Group pupils. It is interesting to note that none of the pupils, of either group, showed a desire to drop out of the Program or stated they felt different from other children because they were in the Program.

To supplement the responses of how they felt about the Title I Summer Program, the pupils were asked to rate the helpfulness of the Program in relation to their work in the regular school year. All the Control Group pupils rated it "very helpful"; five of the AFS Group rated it "very helpful" and one rated it "somewhat helpful". There is very little difference between the groups but what is significant is that both groups recognized a need for the Program and also, felt the need was being met as evidenced by the fact that none of the pupils said the Program was of very little or no help at all.

The groups did differ on how they rated the difficulty of their Summer Program compared to their Regular Title I School Program. Three of the Control Group pupils rated their Summer Program more difficult, whereas, only one of the AFS Group did. Five of the AFS Group pupils said the Summer Program was not as difficult, whereas, three of the Control Group said it was not as difficult as their Regular Title I Program. It is clear that the AFS Group generally found their Summer Program easier than their Regular Title I Program, while the Control Group pupils are not in agreement.

To compare the activities of the groups, the pupils were asked to indicate the Program activities in which they were taking part. Of the six pupils in the Control Group sample, five said they participated in reading, six in English, six in arithmetic, six in cultural enrichment, and six in swimming instruction. Five of the AFS Group in the sample said they participated in reading, four in English, five in arithmetic, four in cultural enrichment, three in swimming and six in Swahili. It is clear that the programs for the groups did differ, and that difference is within the context of the intent stated in the proposal.

APPENDIX A

STATISTICAL TEST OF THE DIFFERENCES OF THE MEDIANS OF THE AFS AND CONTROL GROUPS

Because of the wide range of scores and the small sample size, the median gains were calculated for the groups on both Word Knowledge and Reading Comprehension. These statistics appear in Table A-1.

TABLE A-1

MEDIAN GAIN SCORES: AFS and CONTROL GROUP METROPOLITAN ACHIEVEMENT TEST SUMMER 1971

	CONTROL		AFS	
	N	MDN.	N	MDN.
Reading	11	-.05	12	-.50
Word Knowledge	11	+.20	12	+.18

To verify the findings presented above for the means, a statistical test for the difference in median was performed. The common median was determined; then, the scores were classified in a 2 x 2 contingency table as (1) being in either the AFS or the Control Group, and (2) being either above or at or below the common median. Chi-square was used to test the statistical significance of the data. This procedure is described by Tate and Clelland on page 88 of Non Parametric and Shortcut Statistics, published by Interstate Printers and Publishers, Danville, Illinois.

The common median in Reading Comprehension was -0.4. The contingency table for the analysis of these scores appears as Table A-2.

TABLE A-2

MEDIAN TEST CONTINGENCY TABLE

READING COMPREHENSION GAINS: AFS AND CONTROL GROUP SUMMER 1971

	AFS	CONTROL	TOTAL
Number above Median	7	4	11
Number at or below Median	5	7	12
TOTAL	12	11	23

Chi-square = .46 df = 1

$p > .50$

There is no significant difference between the median gain scores of the samples from the AFS and Control Groups in Reading Comprehension as measured by the Metropolitan Test.

The common median in Word Knowledge was 0.2. The contingency table for the analysis of these scores appears as Table A-3.

TABLE A-3

MEDIAN TEST CONTINGENCY TABLE

WORD KNOWLEDGE GAINS: AFS AND CONTROL GROUP
SUMMER 1971

	AFS	CONTROL	TOTAL
Number above Median	6	5	11
Number at or below Median	6	6	12
TOTAL	12	11	23

Chi-square = .04 df = 1

$p > .90$

There is no significant difference between the median gain scores of the samples from the AFS and Control Groups in Word Knowledge as measured by the Metropolitan Test.

The analysis of the median gains coupled with the presentation of the mean gains show that, on the average, the AFS Group did as well in Reading Comprehension and Word Knowledge as did the Control Group.

APPENDIX B

TOWARDS A RESEARCH STUDY OF THE AFS CURRICULUM

The African Free School (AFS) concept is too important and exciting an approach to the education of black children to restrict its study to an evaluation paridim. It deserves and needs experimental research not only to determine the full range of its effects but also to provide its present and potential users with the knowledge and insights necessary for continued development and improvement. The type of research called for is an extensive, well organized and, tightly controlled experimentation which has the backing and cooperation of all personnel involved. There are enough experimental questions to be answered to keep several investigators busy.

Illustrative of the type of research needed would be that designed to answer experimentally the general question to which this evaluation was primarily directed, i.e., what is the effect of the AFS curriculum on pupil achievement in basic skills, specifically reading. To experimentally investigate this question would require statistical or experimental control on the possible intervening variables to insure maximization of both internal and external validity. This would require a selection and use of appropriate sampling, inferential statistical techniques, criterion measures, and other procedures.

With reference to sampling, providing the groups were large enough, pure random sampling should be used to insure that the findings are generalizable to the population of children who are potential receivers of the AFS treatment. In lieu of pure random sampling, a balanced sample could be selected such that the control group and experimental group have the same characteristics with respect to sex, grade, age, etc. Although this may limit the ability to generalize about the population, it would increase the internal validity of the experiment. Should pure random sampling or balanced samples be impractical, matched samples could be employed by randomly selecting the children to be included in the experimental group and matching these individuals with children in the control group on as many characteristics as possible, e.g., sex, age, I.Q., and pretest scores. Although this technique, like balanced samples limits generalizability (external validity) it would aid in determining whether the treatments made a difference in the experiment (internal validity).

Selection of criterion measures is always a problem particularly in large city schools where standardized tests are used. However, despite the apparent limitations of standardized tests, they can be used effectively in an experimental study when raw scores are used with the realization that the experiment is directed toward determining whether or not the groups are significantly different from each other. The use of raw scores eliminates the problem of interpretation associated with the use of transformed scores, i.e., grade equivalents and percentiles. In addition, the use of raw scores lessens the possibility of clouding the issue by introducing such extraneous questions as, how these groups are doing in relation to the theoretical "national norm". Although the answer to this question is important to educators and is a proper evaluation question, it only tends to confuse the experimental study.

The choice of statistical analysis would depend on the number of variables that need to be statistically controlled; however, there are many tests available, e.g., the t-test, z-test, analysis of covariance, and the analysis variance designs, to adequately compare two groups.

From the comments above it should be clear that the potential for experimental study of the AFS curriculum is great. This potential is even greater considering the extent to which an experiment could be expanded by defining performance objectives to be used to select other criterion measures.

The defining of these performance objectives would be greatly assisted by developing operational definitions and instrumentation for terms such as "emotional achievement", "racial dignity", "social pride", and "racism". The development of instrumentation would be most appropriately directed and coordinated by the developers of the AFS concept and/or others with expertise in its concepts, programs, and objectives. Cognizant persons could assist and provide direction to the professional research and measurement personnel doing the technical development of instruments.